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ABSTRACT

In 2001, Education International (EI) achieved a high level of program implementation. This report provides a summary of that action. It is the first annual report and the last dealing with an earlier approach to programming. Following a review of ways of enhancing membership participation, the EI World Congress adopted a new approach to the program and budget for 2002-2004, based on strategic objectives. It is intended that future annual reports provide a basis for evaluation of success in achieving or working toward those objectives. The report is divided into ten sections: (1) "Progress Report"; (2) "Introduction"; (3) "Governing Bodies and International Relations"; (4) "Human Rights and Equality"; (5) "Education and Employment"; (6) "Development Cooperation"; (7) "Information"; (8) "Administration"; (9) "Financial Report"; and (10) "Membership List." (BT)

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ED 468 407

Education International
Annual Report, 2001

Education International, Brussels (Belgium)

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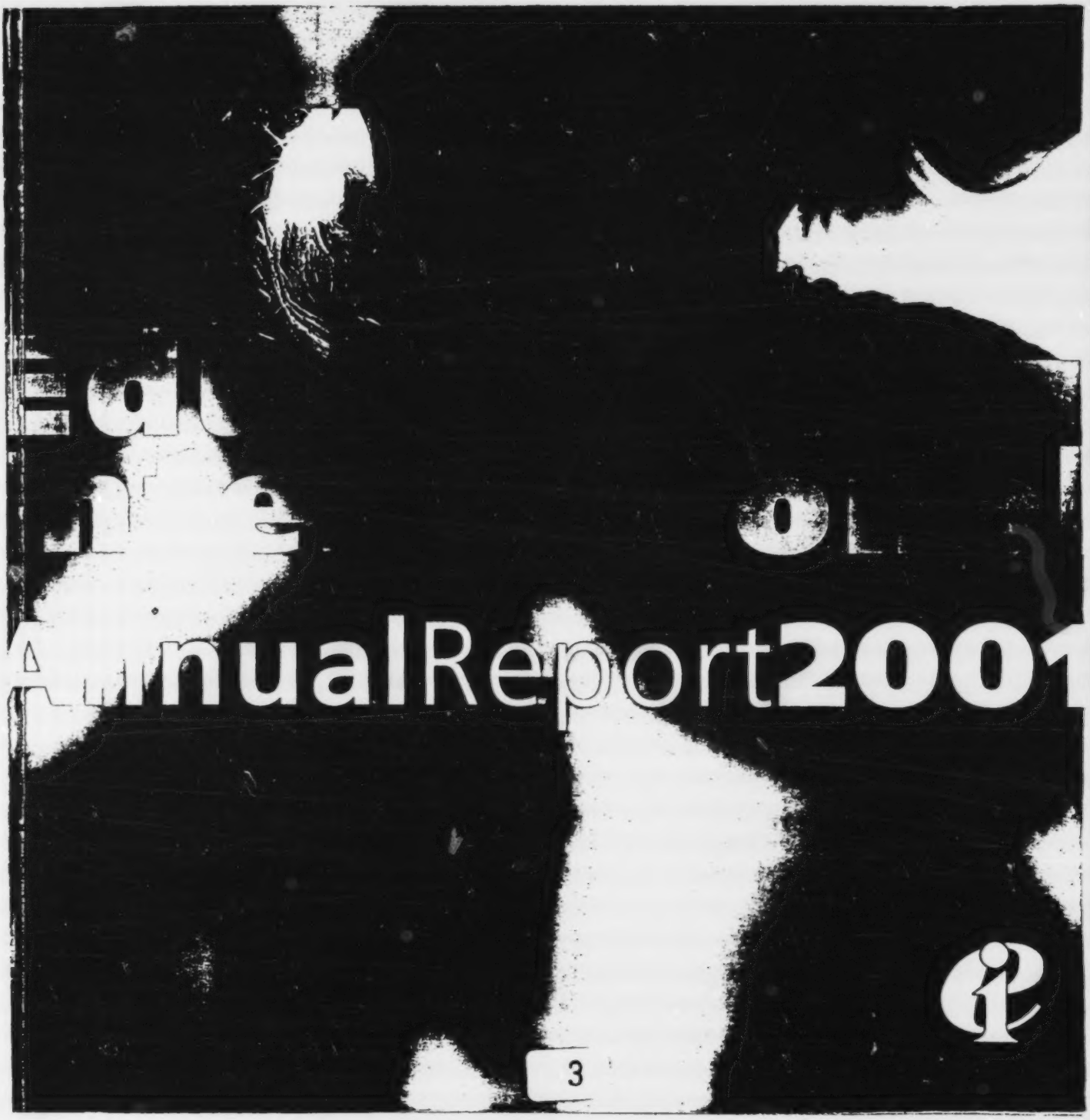

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Education International

Progress Report 2001

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Introduction

2001 was a demanding year. As the year began there were signs of hope, indications that political trends were moving in a favourable direction. Political leaders around the world were saying that the 21st century was the education century. There was much talk of the knowledge society. There was increasing talk about the human dimension of globalisation, about social justice being a condition for social cohesion. Governments had made more serious commitments than in the past to education for all, and we were heartened by the early impact of our Global campaign.

We knew that there was much to be done to translate words into action. We knew that governments had not faced up to the worldwide teacher shortage, that they had not yet addressed the consequences of three decades of degradation of educators' working conditions, that many of them were avoiding the reality that quality education requires quality teachers. We knew that we had to mobilise, to maintain the momentum of the Global campaign, to link global thinking with local action as never before.

We had decided to hold our 3rd World Congress in one of the world's poorer countries - Nepal. We felt that by going there we would see at first hand the reality that is EI's daily work - what this international is all about. There, delegates would see proof that no corner of the earth can be isolated from globalization, but we would also see that globalization does not of itself bring prosperity.
Then folly struck. In a society with resilient traditions yet political fragility, the royal family was decimated from within its own ranks. Given the resulting uncertainty, at six weeks notice, our Congress venue was transferred from Nepal to nearby Thailand. In such circumstances, our staff achieved the impossible by organising a Congress with record attendance.

The Congress itself was truly inspirational. The participation of delegates showed that EI is a vibrant organisation, a force for progress. This was a mobilising Congress, and over a thousand participants went home to over 150 countries with renewed determination to confront the challenges of our time.

Then folly struck again - on a scale that resonated around the globe. Suicide attacks calculated so as to wreak the greatest possible devastation, seeking martyrdom in the taking of so many innocent lives. The terrorist attacks in the USA were attacks against the ideals that constitute the basis of open and democratic societies, the same ideals that unite the members of Education International. They recalled to us that education unions have a special role to play in promoting and protecting democratic values, for the struggle

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against religious and political extremism begins in the classroom.

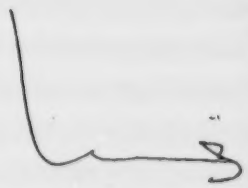
In other parts of the world, other manifestations of humanity's darker side remained. The mutilated child soldiers of Sierra Leone, the survivors of ethnic cleansing in the Balkans, the victims of communal violence in India and Northern Ireland, the killing of street children in Brazil and teachers in Colombia, and the destruction of hopes for peace in the Middle-East.

The courage of our members in the US on September 11, the courage of so many members in conflict situations around the world, reminded us of something very fundamental about this work we do, this profession of ours. That something is commitment to the future, to nurturing and when necessary protecting tomorrow's generations. Commitment to building a better world.

The solidarity our members exercise through their unions locally and nationally, through EI internationally, is one of the most important ways to build better communities, and a better world.

Yes, this was a demanding year. While preparing for and conducting its World Congress, EI achieved a remarkable level of program implementation. This report provides a summary of that action. It is the first annual report - and the last report dealing with an earlier approach to programming. Following a review of ways of enhancing membership participation, the Congress adopted a new approach to the Program and Budget for 2002-2004, based on strategic objectives. We intend that future annual reports should provide a basis for evaluation of our success in achieving, or working towards, those objectives.

Meanwhile, we trust that the Annual Report for 2001 will show the extent to which EI has laid a solid foundation for us to tackle – together - the awesome tasks ahead.



Fred van Leeuwen
General Secretary

Program 1

Governing Bodies and International Relations

1.1 → WORLD CONGRESS

A record number of participants attended EI's Third World Congress, held in **Jomtien, Thailand**, from 25 to 29 July. There were 691 delegates and 360 observers from member organizations, and 28 guests from international and fraternal organizations, making a total of 1,079 participants. The World Congress is always a major event in the life of an international organization, but this Third Congress was especially significant in the year's work, both because of the difficulties experienced in its preparation and the decisions taken on future orientations of the EI.

The Congress was to have been held in Kathmandu, Nepal. Early in 2001, press reports on the political situation in Nepal appeared in a number of countries, leading to questions being raised about whether the venue should be maintained. Following discussion by the Officers, the General Secretary and Vice-President Charlie Lennon undertook a mission to Nepal in May. The EI representatives met with the Nepalese member organizations, the Prime Minister and the Leader of the Opposition, the Trade Union Congress, and several embassies. The conclusions drawn from these meetings were favourable to maintaining Kathmandu as the venue. However, just as the report of the EI mission was being circulated, news came of the massacre of the Nepalese Royal family on June 1. The Officers rapidly examined options, including possible deferral. They resolved to proceed with the Congress on the dates originally planned, but to change the venue to another country in the same region. Jomtien, the site of the UNESCO/World Bank/UNICEF/UNDP Conference on Education for All in 1990, had the necessary facilities available, and it was possible to change the venue with only six weeks notice. The change meant that the organization of this Congress was especially demanding, but staff rose to the challenge, and the Congress was a great success.

The Congress, hosted by the Education Society of Thailand (EST), the Federation of Elementary Education Teachers' Associations of Thailand (FEETAT) and the Private School Teachers' Association of Thailand (PSTAT) adopted 22 resolutions. There were **resolutions** on the Congress Theme: *Educating in a Global Economy*, and each of three sub-themes examined in working groups: *Education and New Technologies,*

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Partnerships for Achieving Education for All, and Globalisation and Rights and Employment Condition of Teachers and Education Personnel. Resolutions were adopted on the issues of: *Gender Perspective in Development Co-operation, Status of Higher Education Personnel, Transnational Provision of Higher Education, Trafficking in Women, Girls and Boys, and the situations in Colombia, FYR Macedonia, Nepal, Burma, Afghanistan, Palestine, Japan (history textbooks), Algeria, Sri Lanka, Korea and Peru.* A **Declaration on Professional Ethics** was adopted. The Congress also examined a **Review of Member Participation in EI Structures, Policy and Decision-making,** mandated by the 2nd Congress, endorsing recommendations from the Executive Board aimed at strengthening strategic planning, communications and participation. Those recommendations strongly influenced the **Program and Budget for the years 2002-2004.** An increase in the ceiling rate of dues was approved, together with provision for the additional costs incurred because of the change of Congress venue.

Guest speakers at the opening of Congress included the General Secretary of the ICFTU, Bill Jordan, and the President of the Global March against Child Labour, Kailash Satyarthi. Other sessions were addressed by the General Secretary of PSI, Hans Engelberts, the UNESCO Assistant Director General for Education, John Daniel, ILO Representative Coen Damen, World Bank representative Mamadou N'Doye, the UN Special Rapporteur on the Right to Education, Katarina Tomaševski, WCT President Louis van Beneden, and Oxfam International Vice-President Hedy d'Ancona. Several guests were panelists for the theme group discussions. Representatives of the government of Thailand welcomed delegates on behalf of the Prime Minister and the Education Ministry.

The **Executive Board was elected for 2001-2004.** Mary Hatwood Futrell was re-elected as **EI President** and Fred van Leeuwen as **EI General Secretary**. Other members elected were:

Vice-Presidents: Sandra Feldman (AFT-USA), Susan Hopgood (AEU-Australia), Charlie Lennon (ASTI-Ireland) and Thulas Nxesi (SADTU-South Africa).

Regional seats: Assibi Napoe (FESEN-Togo), Abdulwahed Ibrahim Omar (NUT- Nigeria), Kim Ji-Ye (CHUNKYOJO-Korea), Nagakazu Sakakibara (JTU-Japan), Anni Herfort Andersen (DLF-Denmark), Branimir Strukelj (ESTUS-Slovenia), Carlos Augusto Abicalil (CNTE-Brazil), Marta Maffei (CTERA-Argentina), Bob Chase (NEA-USA), and Marguerite Cummins-Williams (BSTU-Barbados).

Open seats: Agneta Anderlund (Lärarförbundet-Sweden), Nigel de Gruchy (NASUWT-UK), S. Eswaran (AIPTF-India), Patrick Gonthier (UNSA-Education-France), Maureen Morris (CTF-Canada), Eva-Maria Stange (GEW-Germany) and Jose Antonio Zepeda Lopez (CGTEN-ANDEN-Nicaragua).

1.2 EI makes annual budget provision for **assistance for travel** to the World Congress by delegates from member organisations in low-income countries. Following consultation with member organisations in 1999 and a review based on the experience of previous Congresses, the Executive Board had established revised criteria for assistance, which were circulated in early 2000. For the 3rd World Congress, assistance was provided to a total of 148 member organisations. The assistance was provided mainly from the EI budget, but in the case of Europe, an allocation was made from EIE supplementary dues to assist delegates from Central and Eastern Europe.

1.3 → EXECUTIVE BOARD

There were three meetings of the **Executive Board** in 2001. At its 16th meeting in **Brussels** on **March 28-30**, the Board

examined the majority of documents to be submitted to Congress and paid particular attention to the revised Program and Budget 2002-2004. The Theme Reports and the Resolutions were discussed thoroughly, as was the Draft Code of Ethics. A sub-committee of the Board rendered its decision on nominees for the EI Education Award and the Human and Trade Union Rights Award. The Board was also briefed in detail on developments in the relations with the World Confederation of Teachers (WCT). As always, the Board went through the list of membership applications and decided that OIELE (Greece) and FNEEQ (Canada) would be admitted into EI, while the application of TETU (Turkey) would be referred to the Committee of Experts.

The 17th Board meeting took place in **Jomtien** on **July 24**, one day before the opening of Congress. The Officers' decision to relocate the Congress from Nepal to Thailand was explained, along with the financial consequences the relocation implied. The Board considered the urgent resolutions as presented by the Resolutions Committee and proposed the composition of Congress Committees. CITA (Cambodia), ETTU (East Timor), NTTU (Thailand) and FTUTG "Solidaroba" (Georgia) were admitted into membership. The requests for special agreements presented by the Finance Committee drew concern regarding the discrepancy between declared membership and dues-paying membership in a number of member unions. Before the meeting closed, the President thanked outgoing Board members for their contribution to the work of the International over the previous three years.

The Board met immediately after the World Congress closed on **July 29**. The President welcomed the new Board members, who had been elected the day before. The Board decided on the composition of the Finance Committee, the Constitution and By-Laws Committee and the Committee of Experts on Membership. Finally, the Board touched on the subjects of Congress evaluation and the role of Board members at Congress.

While **Officers** always meet prior to each Board meeting they also meet between Board meetings. In **June**, they met in **Washington** with a sense of great urgency, having to decide whether or not to relocate the Congress after the regicide in Nepal. After careful consideration of all aspects involved, especially the short time frame before the Congress, the Officers decided on the relocation. In **December**, they met in **Brussels** with the task of discussing the outcomes of the Congress and the implications for EI work of the terrorist attacks in the US on September 11. They were also briefed by the General Secretary on his plan to reorganize tasks within the Secretariat, and they discussed new developments in EI relations with WCT.

1.4 → COMMITTEE OF EXPERTS

After meeting in November 2000, the Committee of Experts did not meet in 2001, but was scheduled to do so in January 2002. A mission to **Turkey** was conducted by Committee Chair R.J.I. Hawke to investigate the membership application of Türk Egitim Sen (TETU). Following a Congress decision on the term of office of experts (see By-Law 2c), the Executive Board decided to appoint former NEA Executive Director **Don Cameron** to replace outgoing member Willard McGuire. As of December 2001, three organisations remained on the Experts' list of cases to be investigated: TETU, SYNEC (Cameroon) and FENECO (Congo-Brazzaville). The latter two cases are pending because of lack of communication from the applicant organizations and/or political instability in the countries concerned.

1.5 → CONSULTATIONS

EI was represented at a number of national congresses, by the General Secretary, other Executive Board members or staff from the Brussels office or the regions. Given limited resources, however, EI was not able to accept all invitations for participation. In such cases, messages of greetings and solidarity were sent. The President, General Secretary, other Officers and Executive Board members from the respective regions, and regional staff attended the regional conferences and regional committee meetings - in Africa, Asia and the Pacific, Europe, Latin America, and North America and the Caribbean. (See 1.10 for details of regional meetings). Board members and staff represented EI at national seminars, press conferences and other events as part of Global Action Week in April. Staff from the EI regional offices, as well as the EI headquarters office, visited many national affiliates during the year, engaging in consultations with national leaders, supporting affiliates with interventions to national authorities, regional and international agencies, planning and implementing development cooperation projects, or helping to organize activities as part of EI campaigns. Regional staff also visited a number of countries to meet with teacher organizations not yet affiliated to EI. References to these missions are made throughout the report.

1.6 → RELATIONS WITH INTERNATIONAL ORGANISATIONS

ICFTU and GLOBAL UNIONS

EI undertook many activities in cooperation with the **ICFTU** and other **Global Unions** (International Trade Secretariats - ITSs), including a far-reaching initiative on the future of the international trade union movement (the 'Millennium Debate'). EI was actively involved in the Global Day of Action: *Making Globalisation Work for People*, called by ICFTU and the Global Union movement on 9 November - the first day of the 4th Ministerial Conference of the World Trade Organisation (WTO) held in Qatar. For more details of relations with ICFTU and other Global Unions, see item 1.9.

UNITED NATIONS

The **United Nations** has continued to present the view that education is a key factor in the development of human societies in the 21st century. Contact has been maintained with the UN Commission on Human Rights' Special Rapporteur on the Right to Education, Professor Katarina Tomaševski, who has given political impetus to the campaign within the UN and its agencies. Her reports and forthright interventions have helped to remind international actors that education is a basic right, inscribed in international law. EI also developed ties with the UN Special Rapporteur on Discrimination Based on Religion or Belief, Abdelfattah Amor.

EI has working relations and has developed significant influence with a number of UN specialized agencies, including the United Nations Educational, Scientific and Cultural Organization (UNESCO), the International Labour Organization (ILO), the World Health Organization (WHO) and the World Bank. Relations were also developed with the UN Children's' Fund, UNICEF, the High Commissioners for Refugees and for Human Rights (UNHCR and UNHCHR), and UNAIDS. The World Trade Organization (WTO) is an actor of increasing importance on the international scene. In addition there are many regional, sub-regional and inter-regional bodies, such as the Organization for Economic Cooperation and Development (OECD). More details of work with these intergovernmental organisations are provided in later sections of this report.

UNESCO

EI has a close working relationship with **UNESCO**, having Formal Associate relations, a category limited to relatively few

organizations working in one or more of UNESCO's fields of competence on a worldwide basis. EI is the only teacher international to have such status, and a Memorandum of Understanding, renewed in 1999 for the period 1999-2001 provided a framework for co-operation on educational issues, following the previous accord for the period 1994 - 97. Reports on programs 2, 3 and 5 summarize the range of EI activities undertaken in cooperation with UNESCO.

ILO

At the **International Labour Organisation (ILO)**, EI has been particularly active, working with the ICFTU, other Global Unions and NGOs for the respect of core labour standards and action against child labour, playing an important role in the adoption of the new convention on maternity protection, and also highlighting the implications of trade agreements for the education sector. EI has also worked to promote implementation of the ILO Declaration of Fundamental Principles and Rights at Work. EI maintains close contact with the Bureau of Workers' Activities **(ACTRAV)** and the International Program for the Eradication of Child Labour **(IPEC)**, and has played an increasingly active role at the annual **International Labour Conference** (ILC) in Geneva. (Further details in program 2)

WORLD BANK

EI has continued cooperation with the Bank aimed at promoting the participation of national education unions in the planning, implementation and evaluation of Bank education programs. The Bank has become an active partner in the **Global Campaign for Education** (GCE: see program 3.1).

WTO

EI participated in a WTO Conference in Geneva in July, the first to include members of civil society and to enable them to debate issues of concern directly with governments. A joint EI-PSI meeting was held in February with WTO staff to discuss the implications of GATS on public services. The Director General of WTO, Mike Moore, contacted EI following widespread publicity given to EI's resolution on trade in educational services. At his suggestion, a meeting was held with him in Geneva, during which he asserted that the GATS would not facilitate privatisation of public education. While this meeting was useful in establishing contacts at the top levels of the WTO, and in agreeing to maintain a dialogue, his arguments did not convince the EI representatives that there would be no future linkage between the WTO's promotion of trade in services and national moves to privatize education. EI has participated in trade union strategy since the first WTO Ministerial Conference in Singapore in 1995. These conferences are held biennially. The fourth session was held in Doha, Qatar in November. See Program 2.2 for details of EI's participation.

OECD/TUAC

EI plays an active role at the **OECD** though the **Trade Union Advisory Council (TUAC)**, and again participated in the TUAC delegation at the OECD Ministerial Council Meeting in June. The Council, composed of national **Finance, Trade and Foreign Ministers** from the 29 member countries, is OECD's governing body, and meets annually. TUAC strongly supports EI's position on public funding for life-long learning and has won support for that position within the OECD Education Committee. EI has also continued to take part in TUAC meetings with the OECD Employment, Labour and Social Affairs Committee, monitoring the **Republic of Korea**'s undertakings to respect trade union rights when admitted to OECD membership, particularly over the issue of trade union rights in the public sector. EI participates regularly in the TUAC Working Group on Economic Policy, which prepares important joint statements by ICFTU and TUAC on global economic issues (including

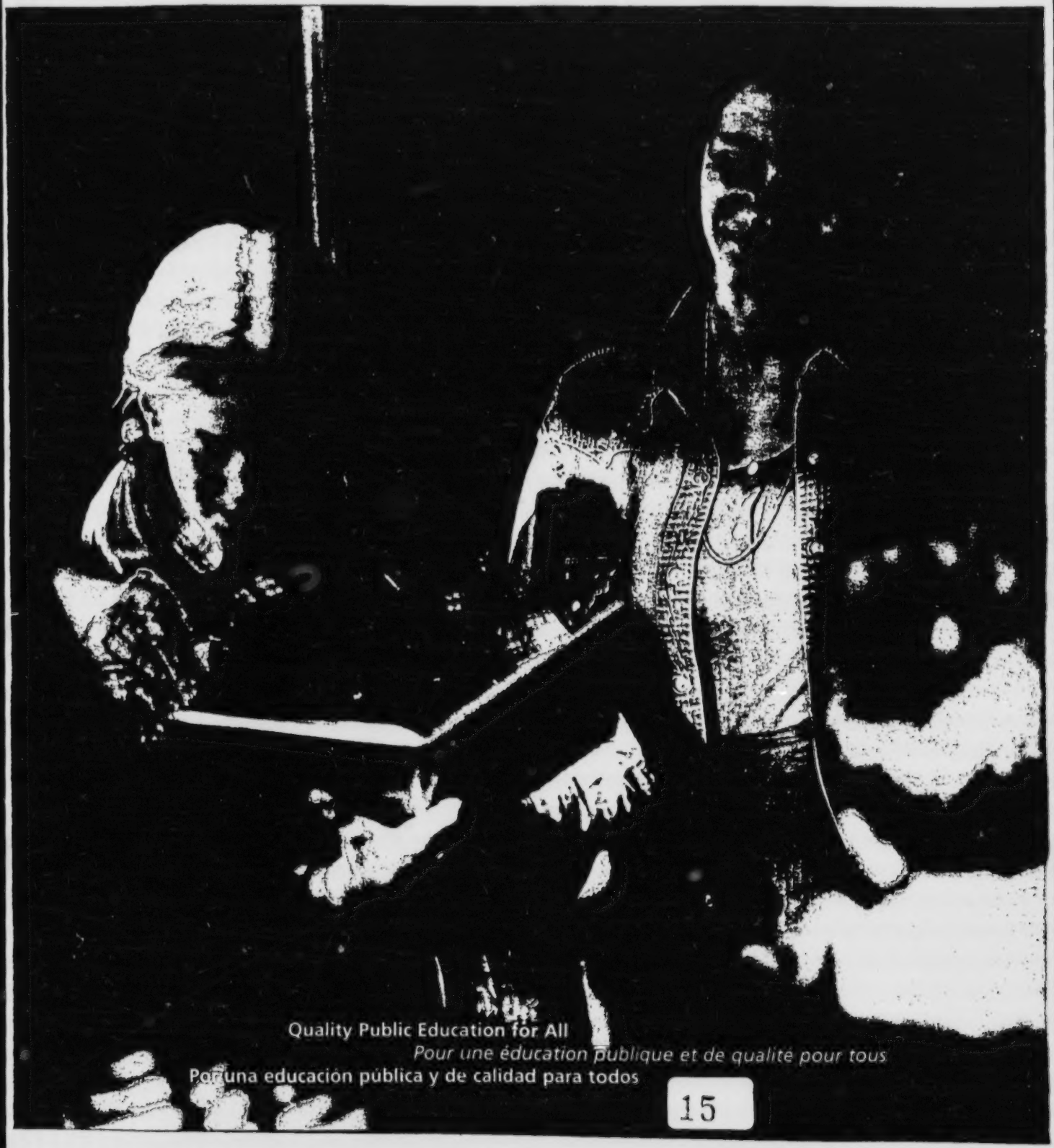
sections on the need for investment in education and training contributed by EI). These statements are presented annually by Trade Union leaders to the **G8** as well as to OECD Finance and Trade Ministers, and they receive widespread publicity. TUAC organizes a 'Labour Summit' of G8 national trade union leaders with the host Head of Government prior to each G8 summit, when the TUAC/ICFTU paper is presented. In 2001 the G8 was held in Genoa, Italy, where violent clashes between police and demonstrators occurred, and were widely reported in the world's media.

WHO

The **World Health Organisation (WHO)** continues to work closely with EI on health education, and the prevention of HIV/AIDS through education. (Further details in items 3.22-24).

UNICEF is the lead agency for the United Nations in the preparation of a UN General Assembly Special Session **(UNGASS)** which was to be held in September 2001 on the implementation of Children's Rights since the adoption of the Convention on the Rights of the Child (1989) and the World Summit for children (1990). Because of the attacks on the World Trade Centre in New York, UNGASS was delayed until May 2002. EI participated in the Preparatory Committee of the Special Session, held in New York, USA, 29 January-2 February, representing Global Unions, together with ICFTU and ICEM. At the Preparatory Committee for the UN General Assembly Special Session **(UNGASS)** on children (now to be held in May 2002). EI, ICFTU and ICEM, representing Global Unions, emphasized quality education for all children with a focus on equal access for the girl child, and the elimination of child labour. Together, they insisted that the targets set in the Dakar framework of action be included in the UNGASS 'outcome document'. Global Unions joined a large number of NGOs in preparing responses and lobbying governments on the basis of the draft document "A World Fit for Children", prepared by UNICEF. EI and its partners maintained that Document should be streamlined, more forthright in its commitment to providing a safe, caring world where children could enjoy their full rights, and more firmly anchored in key instruments and treaties to protect them from exploitation. An alternative NGO document is being drafted by the Child Rights' Caucus, in which EI plays an active role. As a result of trade union lobbying in the NGO community, references to ILO Conventions 138 and 182 are now included in the NGO document. Also included is a reference to the need for clear monitoring mechanisms with the involvement of trade unions, while codes of conduct for the corporate sector, aimed at protecting children should now be agreed in negotiations "with trade unions and relevant civil society organisations." Similarly, trade union lobbying efforts have resulted in the addition of the ILO in the list of UN bodies whose task it is to "develop outcome and process indicators for monitoring the rights of children at national level," alongside UNICEF, UNESCO, UNDP, and UNFPA. It will be important to work hard with governments to include this trade union role in the document that will be the official outcome of the May 2002 Session.

Contacts were developed with the UN High Commission for Refugees **(UNHCR)** regarding assistance to refugees from Afghanistan. The High Commissioner, Ruud Lubbers wrote a special contribution for the EI Magazine.



Quality Public Education for All

Pour une éducation publique et de qualité pour tous

Por una educación pública y de calidad para todos

1.7 → PUBLIC SERVICES INTERNATIONAL (PSI)

PSI and **EI** representatives co-operate closely together at the **World Bank**, the **WTO** and the **OECD**, as well as through mutually supportive positions at meetings of the **ILO**, the **ICFTU** and the **ITSs**. There have been regular informal consultations, while and the EI and PSI management teams met in March at PSI headquarters in Ferney-Voltaire, France. Further details of campaign cooperation are included in the reports on the WTO, the World Bank and the Education for All campaign. Practical cooperation, cost-effective for both organizations, is gradually being put in place. The two management teams continue to monitor the sharing of office facilities in **Lome**, **Kuala Lumpur** and **San Jose**. Some representational tasks with intergovernmental agencies are shared, as are reports on missions. It was agreed to develop a strategic analysis of countries and sub-regions where the two organizations could assist each other in the recruitment of new members. The two teams also discussed relations between the trade union movements and NGOs, particularly with respect to the WTO. EI is represented on the PSI Working Group on Public Sector Reform, and plays an active role in the discussions on the impact of structural adjustment, restructuring and privatization. This participation has also facilitated cooperation on campaigns and the production of joint publications.

1.8 → NON-GOVERNMENTAL ORGANISATIONS (NGOs)

The **Conference of NGOs** in consultative status at the **United Nations (CONGO)** holds Board meetings twice a year, alternating between Geneva and New York. PSI has succeeded EI on the Board, and regular contact is maintained on developments in NGO relations with the UN. Discussions are underway with the PSI, the International Metalworkers' Federation (IMF) and the ICFTU about encouraging other global unions to seek consultative status at the UN, and developing a trade union caucus at the UN. It should also be noted that EI has developed participation in broader NGO networks beyond the institutional framework of the UN and its specialized agencies and programs. Through the Latin American regional office, EI participated in the First **World Social Forum**, held in Port Alegre, Brazil, 16-20 January. This Forum was conceived as an alternative to the World Economic Forum in Davos, providing a space for reflection, proposals, and protests against the application of neo-liberal policies in a globalising world. EI's priority was to build support among other actors in civil society for the central role of education in the ongoing struggle for social justice. As a follow-up, a **World Education Forum** was held with EI participation in Port Alegre 24-27 October, with the specific purpose of preparing for debates on the role of education at the second World Social Forum in January 2002. The issues of defense of quality public education, and the damage done by policies of decentralization and municipalisation, are particularly acute for EI member organizations in Latin America, but clearly have application in all regions.

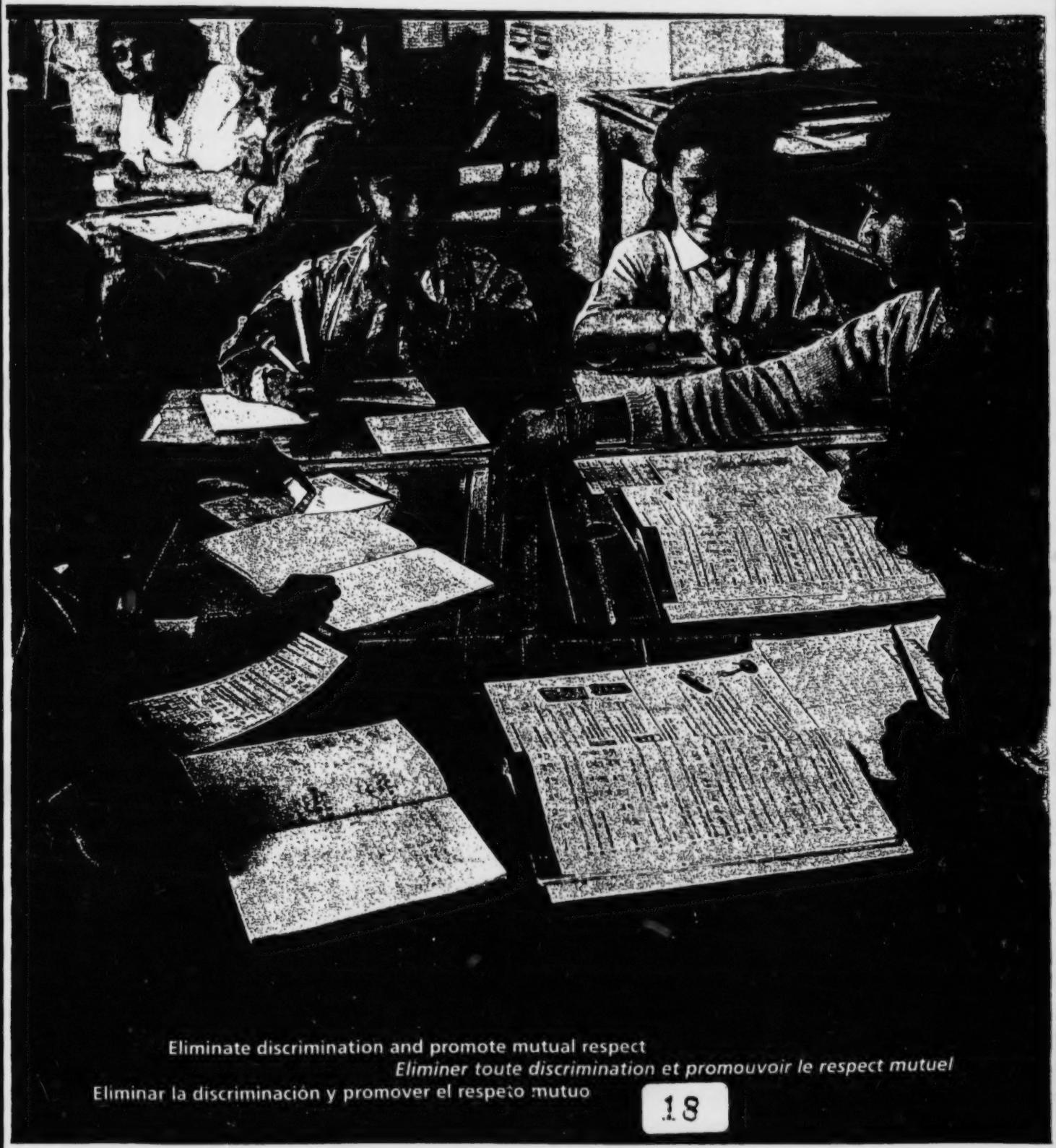
1.9 → GLOBAL UNIONS

EI participates in the **ICFTU/ITS Task Forces** on **Trade and Labour Standards** (see 2.2), **Child Labour** (see 2.9) and **Pensions and Workers' Capital**, as well as **ICFTU Committees on Human Rights, Women, and Central and Eastern Europe**, the **Asia Pacific Labour Network** (see 2.2), and a new working group on the application of ILO standards. The ICFTU Human Rights Committee has supported EI initiatives concerning the violations of rights in Ethiopia,

Kosovo and Djibouti. The Task Force on Child Labour supported EI's position on implementation of the new ILO convention on the Worst Forms of Child Labour (see 2.9), asserting the importance of the provision of free, compulsory education to help end child labour.

The **Global Unions (formerly International Trade Secretariats (ITSs)** hold an annual conference each January and an interim conference in June during the ILO Conference in Geneva. The January 2001 Conference was held in Vienna. These meetings are also attended by the General Secretaries of ICFTU and TUAC, as well as the Director of ILO ACTRAV, and provide opportunities for concrete discussions on many issues facing the trade union movement. The ITS/Global Union conferences have also been the occasion for meetings with senior ILO officials, and the Director General participated in the June 2001 interim meeting. ITS representatives feel that globalization is leading to an increasing role for sectoral organizations with the capacity to mobilize their national affiliates and negotiate - with multinational companies in the private sector, with intergovernmental agencies in the public sector. Consequently ITSs can be expected to play a stronger role in the international trade union movement. At the same time there is need for increased dialogue between ITSs and national trade union centres, which currently form the back-bone of the ICFTU and its regional structures, as well as the ETUC in the case of Europe. In this dialogue, national education unions affiliated to EI and to their national trade union centres have an important role to play, especially as education is a future-oriented and growing sector. Special attention has been given to coordinating ITS, ICFTU and TUAC activities at the WTO. EI and PSI have worked with ICFTU on establishing an ICFTU/ITS data bank on NGOs. Another major focus has been work on the future of the trade union movement. Following the 'millennium debate' at the ICFTU Durban Congress, a 'Progress Group' was established with ITS participation, with a mandate to report to the ICFTU Executive Board in November. EI made a particular contribution to work on 'the global economy', based on our experience in influencing intergovernmental agencies. At the January Conference, ITSs endorsed a proposal from the ICFTU General Secretary to adopt the generic title ***GLOBAL UNIONS*** to describe the international trade union movement - ICFTU, the ITSs and TUAC - in all press communiqués and other forms of communication. [Note: At the Conference in January 2002 it was agreed to replace the term International Trade Secretariats with the term **Global Union Federations.**]

EI has continued to play an active part in the work of the ITS/ICFTU/TUAC Committee on **Pensions and Workers' Capital**, which is seeking to ensure that the vast sums of money in employees' pension funds are invested in a socially responsible way. In particular, worker's capital should not be used in ways that threaten human and trade union rights or the environment. At the same time it is vital to ensure first class investment returns for what is effectively the 'deferred pay' of employees. Training of workers' trustees, their elected representatives on pension funds, is a key element. EI participated in meetings in Washington DC in April and London in December, together with a meeting of a sub-group on Capital Strategies in London in September. The Committee continues to encourage the development of methods of governance that will permit workers' trustees to work for socially responsible investment. The Committee examined the experience of trade union centres and ITS's in the campaign for trade union rights in Rio Tinto by means of shareholder action, and the sub-group gave particular attention to this strategy. One result has been an initiative to encourage pension funds to support a resolution opposing forced labour in Burma at the annual meeting of the US company Unocal.



Eliminate discrimination and promote mutual respect

Eliminer toute discrimination et promouvoir le respect mutuel

Eliminar la discriminación y promover el respeto mutuo

Regional

1.10 → REGIONAL CONFERENCES & COMMITTEES

AFRICA (EIRAF)

The **4th EI Pan African Conference** was held in **Johannesburg, South Africa**, 19 -21 July. With a record participation of 250 delegates and observers, the conference included more women delegates than ever before. After the official opening by the Minister of Education, Special Guest of Honour Nelson Mandela delivered a moving address and was presented with a citation. The Conference theme was *Teachers' Organisations and Implementation of the Dakar Plan of Action for Quality Education for All by 2015*. Specific issues debated included: the *Global Campaign for EFA*, the *campaign against HIV/AIDS* and *re-organisation of the Pan-African Teachers' Centre*. Resolutions were adopted on these issues and on *Peace in Africa; Unity of purpose and good governance in education unions; new technologies;* and *defence of trade union rights*. The Conference was preceded by a women's round table, the recommendations of which were endorsed. The Regional Executive Committee was elected with John Katumanga of KNUT, Kenya as President, Irene Adanusa of GNAT, Ghana as Vice-President, the three members of the EI Executive Board from Africa, and delegates from 12 other member unions. It was decided to convene future Pan-African Conferences 6 to 9 months before a World Congress, so as to facilitate the submission of resolutions and program recommendations from the region. Each member organization will endeavour to fund the attendance of at least one delegate from its own resources. The record attendance was not without problems. Some delegates spent several days in transit to and from the Pan-African and the EI Congress in Jomtien. They had difficulties with flight connections and connections and entry visas for South Africa and Thailand. The EIRAF **Regional Committee** met in Johannesburg on 17 July and in Jomtien on 29 July, and the latter meeting reconstituted the Standing Committee of seven members. Earlier, the Standing Committee met in Lome on 26 June to approve preparations for the Conference.

ASIA-PACIFIC (EIAPR)

Following the 2nd Regional Conference for Asia and the Pacific held in Delhi in April 2000, the **regional committee** met for the second time 12-13 March 2001, in **Kuala Lumpur, Malaysia**. The meeting discussed the activities undertaken by the EI in the region from April 2000 to March 2001, and gave particular attention to preparations for the World Congress. The committee welcomed the decision of the Fiji High Court to uphold the 1997 constitution and congratulated the two EI affiliates in Fiji on their joint program to bring peace and reconciliation among teachers, children and local communities. The committee condemned the destruction of the world heritage in Afghanistan, urging the then Taliban government to immediately stop the process and to safeguard the heritage for future generations. The meeting strongly censured attempts in Japan by some far-right organisations to justify and distort the history of aggression in school textbooks, and called on the Japanese government to take appropriate measures. The meeting called on EI and its affiliates to send written protests to the Japanese government urging it to stop the distortion of history. The committee discussed the impact of the EI Congress Assistance policy based on GNP and the financial difficulties experienced by a number of organisations in the region. The regional committee is chaired by Nagakazu Sakakibara of JTU, Japan.

EUROPE (EIE)

The European **Regional Committee** met on four occasions in 2001 - on 22 January, 19 March and 1 October in **Brussels**

and on 28 May in Luxembourg. The **Regional Conference** met in **Luxembourg** on 28 May and was attended by nearly 200 delegates from 68 organisations in 32 countries. Following detailed and very positive debate, the Activity Report was approved and an extensive Program and Budget for 2002 and 2003 was agreed unanimously. A new Regional Committee was elected, with Lars-Erik Klason of Lärarförbundet, Sweden, re-elected as President, and Haldis Holst (NL/Norway) replacing Gjertrud Eggen as Vice-President. Following previous practice, the EIE Conference was followed by the General Assembly of the European Trade Union Committee for Education (ETUCE), also held in Luxembourg, 29-30 May (see 1.11). The autumn meeting of the committee fell shortly after the events of 11 September and permitted a wide-ranging discussion, with a view to assisting the General Secretary in proposals he would be putting to the EI Officers. Strong emphasis was placed on assistance to Afghan refugees in Pakistan, the value of multi-cultural education and the need for dialogue between the Muslim and Western worlds. Other matters dealt with by the Regional Committee during the year included reports on human and trade union rights issues, including action to secure the ratification of the ILO Maternity Leave Convention, EI's extensive work in the former Yugoslavia, and activities related to the WTO. Strong resolutions were adopted calling for an end to the intimidation of trade unionists in Turkey and the immediate release of the movement's leaders, and an end to the violence in Kosovo, Montenegro and FRY Macedonia. (See 2.4 below) The committee reviewed a report from the Round Table on Early Childhood Education held in November 2001. Reports were given at each meeting on relations with the World Confederation of Teachers (WCT) and the implications for ETUCE (see 1.11 below). Limited subsidies were made available for seminars held by member organisations in Bulgaria and Poland (two of the countries seeking membership of the EU). These dealt with the questions of educational reform and the mutual recognition of qualifications. A further event is being planned in Hungary and consideration is being given to holding such seminars in other "accession countries". A Round Table on Lifelong Learning was held in Lisbon in November, and plans were laid for three other Round Tables in a two-year cycle.

LATIN AMERICA (IEAL)

While the regional committee did not convene a regular meeting during the year, it was able to meet 20-22 July in **Sao Paulo, Brazil**, during the **pre-Congress seminar** of delegates from the region. Participants prepared a number of proposals for debate at the Congress.

NORTH AMERICA and the CARIBBEAN

A **North America/Caribbean Regional Conference** was held in **St George's, Grenada** 19-20 January on the theme: *School Reform in the 21st Century*. The conference was addressed by the Governor General, Deputy Prime Minister, and Minister of Education of Grenada, with a keynote address on the theme given by the NEA President. Daily seminars and discussion groups focused on Violence *and Indiscipline in Schools, Redesigning Low Performing Schools, Professional Development, Teacher Evaluation and Performance.* EI's current activities and upcoming World Congress were also discussed. Recommendations were made for work at the national level. Pre-conference events included a regional women's seminar and the Caribbean Union of Teachers (CUT) Executive Board Meeting. The informative women's seminar focused on Gender Neutral Language, and the keynote speaker, Merle Collins, gave an excellent presentation on the impact of language use on young people. A paper aimed at furthering the CUT Executive Board's role as the voice of Caribbean educators at CARICOM and OECS meetings was endorsed.

1.11 → RELATIONS WITH REGIONAL & SUB-REGIONAL GROUPINGS

AFRICA

The **All African Teachers' Organization (AATO)** is engaged in a process of restructuring.

The **Southern Africa Teachers Organisation (SATO)** held its annual workshop and conference in **Maputo, Mozambique** in May 2001. There was also a consultative meeting of leaders of the **West Africa Teachers Organisation** in **Ho, Ghana.** Sub-regional conferences are planned in North and East Africa.

ASIA-PACIFIC

EI actively participates in the conferences and meetings of the following sub-regional groupings: the **East Asia Education Forum**, bringing together member organisations in North East Asia, the **ASEAN Council of Teachers**, for members in South East Asia, and the **SAARC Teachers' Federation** for the South Asian member organisations. The **Council of Pacific Educators (CPTO)** is now a sub-regional grouping within EI.

EUROPE

The **European Trade Union Committee for Education (ETUCE)** is composed by the EI and WCT member organisations in the European Union and European Free Trade Association (EFTA) countries. With the forthcoming enlargement of the European Union the EI and WCT member organisations of the accession countries will automatically become members of ETUCE. The ETUCE, chaired by Doug McAvoy, of NUT, United Kingdom, is recognised as a European Industry Federation of the **European Trade Union Confederation (ETUC)**. It is regularly consulted on social affairs and education issues in the European Union. ETUCE is represented in the Social Dialogue with European trade unions and employers and is actively developing relations with European employers' organisations in the education sector. Based on a request from the EI Executive Board in 2000, the European Regional Committee adopted a proposal to transform ETUCE into an autonomous committee inside EIE, representing members in the EU and EFTA countries. This proposal would imply disengagement from WCT. Arising from reports of discussions between representatives of EI and WCT at world level, it was decided to postpone implementation of these decisions. The Regional Committee has maintained this postponement in the light of reports of further meetings between the two bodies, but remains concerned at the duplication of work in Europe and the advantages given to WCT (including in recruitment of member organisations) by its membership of ETUCE, the "social partner" recognised by the European Union. It is also concerned at the possibility of a long time-scale for the talks.

LATIN AMERICA

The regional office participated in the **Forum on Education** held 16-22 April in parallel with the **Summit of the Americas** in **Quebec, Canada**, bringing together the leaders of the countries of North, Central and South America. The conclusions of the Forum were forwarded to the Summit of national leaders. Concerning relations with sub-regional bodies, the office met in June with the leadership of the **Federation of Central American Teachers' Organisations (FOMCA)** to discuss coordination of efforts to defend quality public education and to improve the working and professional conditions of educators.

NORTH AMERICA and the CARIBBEAN

The regional office participated in the Forum on Education held at the **Summit of the Americas** in Quebec, together

with representatives of the EI Latin American and Head offices. The Forum was hosted by EI member organizations CTF and CSQ (see also above). Good working relations were pursued with the **Caribbean Union of Teachers (CUT)**. EI participated actively in the 30th CUT Biennial Conference in St Lucia, 5-11 August, when delegates were invited to visit the regional office, as well as CUT Executive Committee meetings.

1.12 → GOOD OFFICES & RESOLUTION OF CONFLICTS

AFRICA

The Regional office continued to assist EI member organisations in the resolution of internal and external conflicts. Special visits and missions were undertaken to **Ethiopia, Sierra Leone, Namibia, Malawi, Mozambique, Senegal, Uganda** and **Central Africa Republic.**

ASIA-PACIFIC

The EI regional office promotes joint activities where possible to develop cooperation and working together between the member organisations. Many projects in **Nepal, Bangladesh, India, Philippines** and **Sri Lanka** are being held jointly. In India, EI met with AISTF leaders, at their request, in order to help resolve differences which led to the split of the organisation after the 2001 conference. In Nepal, renewed efforts were made successfully to restart the unity programs between the NTA and NNTA. Efforts were also made to promote member organisations in advancing the peace and security in the country. More than 100 teachers have been killed and hundreds other maimed, due to the Maoist insurgency in the country raging for the last six years and the state of emergency imposed recently by the government.

EUROPE

The EI European Regional Committee meeting in March strongly condemned the violence in **Kosovo**, the **FYR (Former Yugoslavia Republic) of Macedonia** and in the border areas between Kosovo and **Serbia.** The EI General Secretary wrote to affiliates expressing grave concern at the violence occurring both within Kosova and on the borders between Kosova and Serbia and between Kosova and the FYR of Macedonia. The Regional Committee requested that all EI affiliates in the area, including SBASHK, Kosova), SONK, FYR of Macedonia and ATUESCPCY, Yugoslavia, speak out against the violence and convey their position to the relevant national authorities and intergovernmental organisations. EI asked SBASHK to take the initiative of promoting dialogue with the representatives of Serb and Roma teachers within Kosova and with EI affiliates in the border regions, with the aim of working together and demonstrating how to resolve conflicts through peaceful means. The education unions of Serbia and the FYR of Macedonia were asked to take the initiative to meet with Albanian teachers in the border areas to discuss the problems they faced. All affiliates were urged to work together for the elimination of discrimination, for quality public education for all children and for the promotion of non-violent resolution of conflict. EI also wrote to the **European Commission** to urge that the it take an active and constructive role to halt the violence and help restore an environment of peace where problems could be dealt with through democratic processes.

LATIN AMERICA

EI continues to give special attention to the situation in **Colombia** (see page 30). In general, the degradation of the economic, social and political situation in Latin America has increased the need for action by education unions, together with other social actors, especially in **Peru, Argentina, Venezuela** and **Ecuador**, as well as Colombia.

1.13 → RELATIONS WITH REGIONAL OFFICES OF UN AGENCIES & OTHER REGIONAL BODIES

AFRICA

Contacts with UN Regional Agencies and regional trade union organisations were maintained. The Regional Co-ordinator participated in the 6th Biennial Meeting of the **Association for the Development of Education in Africa (ADEA)**, held in Tanzania October 7 - 11, with the theme: *Reaching Out, Reaching All - Sustaining Effective Policy and Practice for Education in Africa*. There is a need to strengthen the participation of EI and NGOs, since ADEA plays an important role in the formulation of educational policies in Africa. It also provides an effective partnership between its two major constituents - African Ministries of Education and Training and their external partners (Donor Agencies). Preliminary contacts have been made with the local office of **Transparency International** in Ghana.

ASIA-PACIFIC

The regional office maintained contacts with **ICFTU-APRO** in Singapore on the joint ICFTU-APRO and ITSs planning programs, the development cooperation meeting and the Asia Pacific Labour Network conference prior to the APEC meeting (see below). EI worked closely with the ILO in a training seminar for ITSs on the **ILO Conventions and International labour standards,** held in **Kuala Lumpur, Malaysia** 12-16 November. Contact and cooperation with ILO/ACTRAV and ILO/IPEC was maintained through a number of meetings and seminars held in **Nepal, Philippines, Sri Lanka, India** and **Bangladesh**, especially on child labour issues. Contact and cooperation with **UNICEF, UNDP, UNESCO,** was maintained in the child labour as well as in the global campaign activities. Regional contacts were made with the leaders of the teacher's organizations in the Central Asian States, **ASEAN** and **SAARC** countries. Contacts were also made with the **FES** offices in Jakarta and Singapore and with the **American Center for International labour solidarity** regarding trade union development in **Cambodia**.

EUROPE

The ETUCE is an industry committee of the ETUC, and is an active partner in the social dialogue in the countries of the EU and the EFTA (see 1.11 above).

LATIN AMERICA

A meeting of ITSs was held in **Bogota, Colombia**, 22-23 February with the aim of coordinating their efforts in view of the deterioration of the human rights situation in the country. EI participated in a regional meeting of **ITSs** 7-9 November in **Guatemala**, together with the ICFTU/ORIT, the ILO and the FES, to coordinate action on human rights.

NORTH AMERICA and the CARIBBEAN

The 30th Biennial Conference of the **Caribbean Union of Teachers (CUT)** was held 5-11 August in **Saint Lucia**. Discussions covered critical educational and trade union issues and the program and budget for the next two years. Colin Greene from the ABUT, Antigua and Barbuda, and Adolph Cameron of JTA, Jamaica, were re-elected as President and General Secretary. The Conference was preceded by the CUT Status of Women's Committee, where EI's Co-ordinator Virginia Albert was elected Chairperson. A CUT Executive Committee meeting was held 7-8 December in Montserrat, the first regional activity in Montserrat since the massive volcanic eruptions in 1995 when almost three quarters of the island was declared unsafe for habitation. Some fifty teachers remained on the island to provide quality education to the children; their commitment made it possible to preserve a community on Montserrat.

Membership

Membership by Region as of December 2001

Region	Countries	Unions	Membership
Africa	46	68	2,059,070
Asia-Pacific	31	66	8,394,466
Europe	42	117	7,793,785
Latin America	18	29	3,015,060
North America & Caribbean	20	29	2,927,921
TOTAL	**157**	**309**	**24,190,302**

Program 2
Human Rights and Equality

Human and Trade Union Rights

2.1 → INTERNATIONAL LABOUR ORGANIZATION (ILO)

EI addressed the **International Labour Conference** in Geneva in June during the general debate. EI expressed support for the latest report of the **Committee of Experts on the Application of the ILO/UNESCO Recommendation on Teachers (CEART)**, stating: *"The report provides clear evidence for a continuing decline in the employment conditions of teachers world-wide."* EI pointed out that declining working conditions and increased practice of hiring unqualified personnel would not reduce the decent work deficit: *"Decent work in the education sector is a prerequisite for reducing the decent work deficit in each community."* EI asserted that: *"the way forward is shown by the ILO Declaration on Fundamental Principles and Rights at Work ... the Declaration will only be implemented if the constituents of the ILO throw their weight behind it, work for it to be mainstreamed through the UN system and in the body politic of each nation."*

The **ILO Committee on the Application of Standards** met during the conference to examine individual complaints of non-application of Convention 87: Freedom of Association and Protection of the Right to Organise. Among the cases reviewed was that of the imprisoned President of ETA, **Ethiopia**, Taye Woldesmiate. The government representative claimed that Dr. Taye's conviction of conspiracy to over throw the government by force had followed all the appropriate and legal channels and was not connected to his activities with the Teachers' Association. The Committee then heard from Worker members and Employer members before issuing its recommendations. The Committee, recalling a request for Ethiopia to provide indications of the progress made in adopting legislation to ensure the right to organise for employees of the state administration, expressed its dissatisfaction that no progress on had been made in Ethiopia since the last time the case was heard. The Committee appealed to Ethiopia to take all the necessary steps as a matter of urgency to recognise the right of association for teachers, and to put an end to all violations to the Convention both in law and practice. The Committee decided that its conclusions would be placed in a special paragraph in the Committee's report to reflect the seriousness of the situation. The Workers' Group made it clear that it

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would be unacceptable for the Ethiopian Ambassador to be elected as President of the ILO Governing Body. Since then, conditions in prison for the ETA President have improved. However, the appeal against Taye's conviction has faced difficulties because of papers missing from government files. At the most recent hearing the judge did not accept a report from the police laboratory concerning Taye's handwriting. A new hearing is now set for February 2002. Two members of the ETA Executive Board were arrested in December 2001 when they visited the provincial capital Jinka to organise an EI/ETA/Aob/NUT seminar. The two were charged with conspiring to overthrow the government, but these charges have since been dismissed and permission has been granted to hold the seminar. A delegation from EI members NUT and AOb will attend the seminar and will meet with government officials on behalf of EI. Other EI cases still pending at the ILO **Freedom of Association** Committee are those of **Haiti** and **Djibouti**.

EI, PSI and the ICFTU developed a kit, funded by the ILO, on the **Maternity Convention,** that was mailed to all EI members. The materials provide a good basis for training and lobbying on the revised ILO Convention and are available in English, French, Spanish, Russian and Indonesian. A list of the countries that have ratified the convention is provided and it is recommended that a campaign be organised at the national level for: ratification where this has not taken place; negotiation of good maternity and parental leave provisions and leave for family responsibilities, in accordance with EI policy.

EI and the ILO jointly organised a workshop 10 -14 September at ILO headquarters in Geneva for EI co-ordinators, from both the headquarters and regions, on the use the ILO conventions as instruments for ensuring the rights of education personnel. The workshop brought EI staff up to date on the **ILO Declaration on Fundamental Principles and Rights at Work** which incorporates **ILO Conventions 87, 98 100, 111, 138, 182 and 29**. These are regarded as the human rights conventions of the ILO and apply to all countries by virtue of their membership in the ILO, whether they have ratified them or not. Each year a global report is prepared on implementation of one of the conventions. The report for 2002 is on Child Labour, and EI affiliates are asked to contribute. Follow-up training at the regional levels is planned for Africa, Latin America and the Caribbean.

2.2 → ACTION WITH ICFTU/GLOBAL UNIONS

EI has continued as an active participant in the **ICFTU /ITS task force on trade and labour standards** as well as being involved in an evaluation of the strategy used to date with the International Financial Institutions. Fine-tuning of the Global Unions position and lobbying strategy for the **4th WTO Ministerial Conference** took place at a meeting of the task force held in Geneva in September 2001. The WTO Conference, held 9-13 November in **Doha, Qatar**, was trumpeted as a 'development round', but there was little in the outcomes to promote a development agenda, other than a Declaration on the Agreement on Trade Related aspects of Intellectual Property rights (TRIPS) that allows countries to make vital medicines available when a country has a health emergency. The Declaration recognises the gravity of the public health problems afflicting many developing and least-developed countries and allows measures to be taken to protect public health and in particular to promote access to medicines for all. All WTO members have the right to decide what constitutes a national emergency or other circumstance of extreme urgency, and to issue licenses, for example for cheap generic medicines, to help deal with such emergencies. Once again, the most controversial issues

on the agenda were trade and labour standards, as well as agriculture. Ensuring that workers have the rights guaranteed in the ILO Declaration on Fundamental Principles and Rights at Work is a long way from becoming a reality. The language adopted was the same as that already negotiated at the 1st WTO Ministerial meeting in Singapore in 1995, and China's admission to the WTO in Doha will make it even more difficult to win improvements. GATS was not a major item of discussion on this occasion because the negotiating parameters were adopted in Uruguay in 1994. The Doha Ministerial Conference adopted deadlines for proposals to be presented and for responses to made to those proposal - respectively June 20, 2002 and March 31, 2003. EI has issued regular updates on the state of negotiations in education and on the submissions made by the USA, New Zealand and Australia. EI also:

- met with WTO Director General Mike Moore and staff members to discuss EI's position on GATS and education - this meeting was held at Mr Moore's request following widespread press reporting of the Congress resolution on the issue;
- lobbied the WTO and international financial institutions on education and GATS. In particular the need for strong regulation to protect public education has been highlighted. World Bank policies of deregulation to permit decentralisation of education effectively weaken such protection;
- worked with NGOs to demand that education be exempted from GATS;
- worked with PSI and UNI to demand a review of the impact of trade liberalisation under GATS before further liberalisation takes place.

2.3 → THE HUMAN & TRADE UNION RIGHTS BAROMETER

The second **EI Human and Trade Union Rights Barometer** was released at the World Congress. The 380 page Barometer is the most comprehensive publication on the status of teachers, reporting on education rights, trade union rights in the education sector and child labour, in the 155 countries where EI has member organisations. It also checks the record of ratification of nine International Labour Conventions as one measure of trade union rights of education personnel. Academic freedom was included in this edition for the first time, and the EI Task Force on Higher education has been requested to prepare information on academic freedom for the next publication in 2004. The Barometer reveals how dangerous it is to be a teacher in some countries and the denial of basic trade union rights in others. It also contains success stories - stories that show that in the middle of globalisation and economic crises basic trade union and human rights are more important than ever and are certainly essential to sustainable development.

2.4 → INTERVENTIONS, URGENT ACTION APPEALS

Interventions with national authorities and mobilisation of solidarity through Urgent Action Appeals to EI member organisations were carried out in 2001 in the following cases:

Turkey: *January* - a unanimously adopted EIE resolution on Turkey was sent to the Prime Minister following a report on the continued harassment and intimidation of the leaders of Egitim-Sen. The government impeded the publication of a press release protesting inadequate salary

increases, confiscated the compulsory saving of unionists, and ordered police to investigate a strike held in December 2000. EI strongly condemned the actions of the Turkish Government, called for an end to the intimidation, and urged the release of 27 members of KESK arrested on January 15 and 18. EI called on member organisations to inform their governments about the persecution of colleagues in Turkey and to calls on the government to respect trade union rights in the public sector.

Cambodia: *January* - Education Ministry attempted to derail plans for a strike by threatening teachers with dismissal. EI urged the Government to meet with union leaders to negotiate an agreement on salaries and working conditions.

Costa Rica: *February* - EI was informed by the Federación de Organizaciones Magisteriales de Centro América (FOMCA) of the violation and lack of respect by the Government of Costa Rica of International Conventions 87, 98, 135 and of the International Covenant on Economic, Social and Cultural Rights.

Cyprus: *February* - Letter to the Leader of the Turkish Cypriot Community to condemn intimidation against KTOS and the seizure of KTOS's office equipment by the secret police.

China: *March* - 60 people, most of whom were children, were killed by an explosion in a school building in the village of Fanglin in Jiangxi province. Eight and nine year old pupils were inserting fuses into fireworks in their classroom. This is not an isolated case of the exploitation of children in a range of hazardous occupations in China. These events represent a grave violation of the rights of children under ILO Conventions 138 and 182, as well as the UN Convention on the Rights of the Child. Protest sent to the President of China.

Argentina: *March* - EI expressed serious concern to the President about government proposals for education that menace the professional and labour security of teachers.

Turkey: *May* - New case of blatant government interference with the activities of Egitim-Sen: the union headquarters were raided, searched and upturned by the police on 2 May; EI European Regional Conference resolution sent to the President.

Ethiopia: *May* - Killing of some 41 civilians, including students, women and children, following demands for academic freedom by students at Addis Ababa University. Prof. Mesfin Woldemariam, founder of the Ethiopian Human Rights Council and Dr. Berhanu Nega of AAU were arrested by armed security forces. As a result of rapid international intervention, they were released on bail on 5 June 2001.

Venezuela: *May* - Government failure to address the unions' demands for negotiation of salaries.

Colombia: *May* - Violations of human and trade union rights of education workers: disappearance of a teacher, assassination of a union leader and threats by paramilitary groups.

Cyprus: *May* - Violent repression of a demonstration and march organised by KTOEOS on 21 May.

China: *June* - Use by the government of the Hong Kong Special Administrative Region of its police forces to suppress peaceful demonstrations.

Australia: *September* - Protest at Government's refusal to let the Norwegian ship Tampa enter the nearest Australian port to allow the refugees on board to disembark and apply for asylum.

Albania: *September* – Support for strike over Government's failure to implement an agreement reached with the unions FSASH and SPASH in June, for a wage increase for teachers of the pre-university system; the unions then reached an agreement with the Ministry of Education and Science to re-open negotiations, and ended the strike on 1 October.

Brazil: *September* - Protest against the assassination of Carlos Alberto Santos de Oliveira, a strong advocate for the fight against child labour.

Niger: *October* - Government's failure to respect nine points of an agreement signed with SNEN in June.

Colombia: *October* - Assassination of 118 union activists since the beginning of the year, including 42 members of FECODE. Kidnappings and disappearances of 66 members of FECODE; 23 attacks against union leaders and headquarters and a large number of death threats.

Israel/ Palestine: *November* - Condemnation of the violence - disruption of education; access to schools and universities blocked.

Cyprus: *December* - Arrest of KTOEOS President, General Secretary and four Executive Board members as a result of a protest concerning the removal of a teacher from her teaching position. Beating of KTOEOS General Secretary.

EI launched an urgent action appeal to member organizations to support colleagues in **Colombia,** after a mission visited the country. EI was able to assist some members of FECODE who had to leave the country, while helping to support internally displaced teachers. Urgent action appeals were also made on behalf of colleagues in **Hong Kong** where demonstrations were repressed, and the **Central African Republic** where salaries had not been paid in over two years.

Regional

2.5 → MISSIONS

AFRICA

EI continues to make representation to governments on violations of trade union rights and non-observance of ILO Labour Standards. Many teacher unions organised demonstrations and strikes to back their demands for improved conditions of service and implementation of approved conditions (**Nigeria, Ghana, Sierra Leone, Togo, South Africa, Côte d'Ivoire, Central Africa Republic**). The human and trade union rights situation continued to get worse in **Zimbabwe** and there were reports of teachers being physi-

cally attacked by thugs and in some instances killed. Missions were undertaken to the **Central African Republic, Congo (Brazzaville) and the DR Congo** from 26 March to 4 April. The situation in all three countries remained exceedingly difficult. Non-payment of salaries in the **Central African Republic** for over two years has left teachers impoverished. Another EI mission went to **Swaziland** 20-23 March following arrests of SNAT leaders. Accompanied by SNAT colleagues, EI met with the Prime Minister, the Minister of Education and the Ministry of Labour, winning assurances that dialogue would be opened with SNAT leaders. EI developed a strategy aimed at giving more attention to the countries of the **Great Lakes** region of Africa and will seek support for a program of activities. Despite the difficulties, some national unions made some modest gains in salary negotiations (**Zimbabwe, Namibia, Mozambique, Zambia**). In **Côte d'Ivoire** the starting salaries of teachers with the same qualifications and responsibilities were unified.

ASIA-PACIFIC

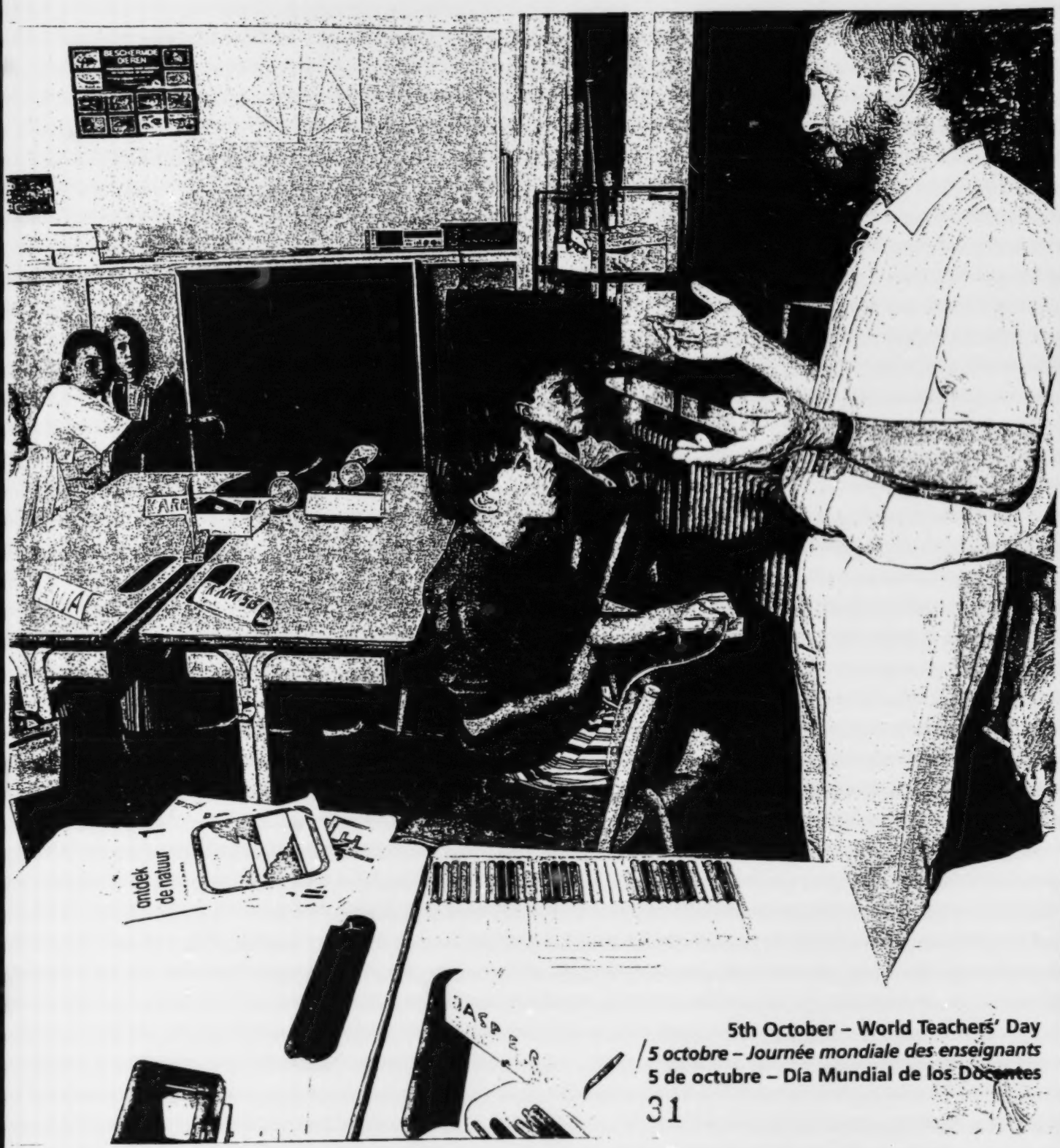
During visits to member organisations in **Sri Lanka, Nepal, Indonesia, India, Fiji** and **East Timor** the regional office investigated the effects of the ethnic, religious and political conflicts and promoted conciliatory programs between the member organisations. See 2.4 above re EI intervention in **Cambodia**.

EUROPE

In **Kosovo** work continued on an extensive program of teacher training with SBASHK. Following successful completion of the first phase of training of trainers, the program entered phase II with study modules prepared by the trainers, and further training is taking place at the school level. Members of SBASHK held a one-day strike in December to push for negotiations on salaries. The Kosovo Serbian teachers formed a union to represent their interests and training began with teachers in the various enclaves. However, by the end of the year, the UN administration (UNMIK) had still not met officially with the union. Follow-up work is required to ensure that the union is recognized so that it can work effectively on behalf of its members. A seminar was held in Belgrade with the members of the Teachers Union of **Serbia**. This seminar examined how modern unions work and made recommendations for changes in the operating methods of the union. A bi-monthly bulletin is now published to keep members up to date on the many changes taking place in education. Average salaries have been more than doubled in the last year. As is the case in many countries in the Balkans, unions have to deal with multiple changes in a very short period of time. Education reform process that have taken the better part of 10 to 15 years to implement in Western European countries are being implemented in situations where teachers are on subsistence salaries, materials are in very short supply and the political situation in the country is undergoing major upheaval. This puts enormous pressure on unions that are themselves undergoing change but are also required to be involved in multifaceted changes often with greatly reduced or no permanent staff. See 2.4 above on the EI intervention in **Turkey**.

LATIN AMERICA

The regional office continued to denounce and work against the violation of human rights. Protests were lodged with the ILO and with the **Inter-American Court of Human Rights**. There is a deliberate policy on the part of governments throughout Latin America, with the support of national and transnational business, aimed at weakening trade unions. In **Colombia**, action was taken to protect teachers receiving death threats. A group of 11 teachers left the country to take refuge in Costa Rica, with support from FECODE and EI. In September, the EI Executive Board



5th October – World Teachers' Day
5 octobre – Journée mondiale des enseignants
5 de octubre – Día Mundial de los Docentes

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Education to prevent the spread of HIV/AIDS
L'éducation pour prévenir la propagation du VIH/SIDA
Educar para prevenir la propagación del VIH/SIDA

member from Nicaragua went to Columbia during the Week for Peace, taking part in activities with a number of trade union and social organizations, in order to draw the attention of the international community to the violations of human and trade union rights. This was followed by the EI mission undertaken 21-23 October (see 2.4 above). In addition to those murdered, over 1200 teachers were internally displaced in the country. EI representatives saw many letters from various paramilitary groups threatening teachers because of their participation in FECODE and met with some of those who had moved to Bogota. Harrowing information was provided to EI representatives about families becoming targets when the threatened teacher moved to safety. All members of the Executive Committee of FECODE had received death threats. An urgent action appeal was circulated to EI members urging them to raise the situation with other governments, requesting that they intervene with the Colombian government. The trade union movement has submitted a case to the ILO concerning the murder, intimidation and harassment of trade unionists in Colombia by both the FARC guerrillas and right wing paramilitary groups. EI also asked the Secretary General of the United Nations to initiate a new peace process in Colombia. EI is seeking funding for a project presented by FECODE aimed at providing financial support for teachers displaced in order to protect their lives. In November, FECODE organized protests and a two-day strike against the decentralisation of education in Colombia. EI requested the government to open a dialogue with the principal actors of the education system, including FECODE, and to guarantee that the process would not be used to dismiss teachers. In the same way EI denounced the multiple actions applied by the governments of **Venezuela, Ecuador, Bolivia**, and **Colombia** to privatize and degrade public education. Member organizations in these countries mobilized and held strikes against privatization. Protests were also lodged against political and military actions against trade unions in **Brazil**, the **Dominican Republic** and **Guatemala**.

NORTH AMERICA and the CARIBBEAN

An EI delegation made up of CSQ, CTF, SNES, and EI visited CNEH, the EI affiliate in **Haiti**, 11-17 February. The purpose of the visit was to analyse the situation and to develop a program of co-operation in the coming years. The Haiti teacher union works in difficult circumstances. Aristide's return in 1994 did not bring the needed democratic changes. His recent re-election as President is no guarantee that the government will involve the teacher union in working out a plan for intensive investment in the education sector. No more than 20% of the schools are publicly funded, resulting in the massive exclusion of a large section of the population. Teachers are underpaid and schools are overcrowded. Union tasks have to be carried out in a political environment hostile to trade unionism. CNEH is fighting an uphill battle, together with its co-operating partners.

2.6-2.8 → NATIONAL ACTIVITIES ON LABOUR STANDARDS & HUMAN RIGHTS

AFRICA

As a follow up to the EI/ILO Workshop on ILO Declaration on Fundamental Principles and Rights at Work, EI Regional office has submitted project proposals for selected national and sub-regional workshops for education personnel and possibly representatives of unions affiliated to PSI, in the respective countries.

ASIA-PACIFIC

The Regional Office was actively involved in organising workshops on trade union and human rights including gender issues in **India, Nepal, Sri Lanka, Philippines, Indonesia,**

Mongolia, Cambodia, Kyrgyzstan, Malaysia and in the **Pacific**. The regional offices of EI and PSI organise the **Trade Union and Human Rights Network.** A number of activities to train activists were conducted with the EI and the PSI affiliates in **Malaysia, Thailand, Philippines** and **Indonesia,** and the network published its first newsletter in October.

EUROPE

The joint EI, INTO, UTU and Amnesty International project on human rights education for primary schools in both **Northern Ireland** and the **Republic of Ireland** is now being piloted in schools. The materials developed for primary schools come with a guide that shows the curriculum objectives to be achieved. From the outset the project team wanted to ensure that this would not be another additional task for teachers but one that would assist them to meet agreed curriculum objectives. Following revision after piloting the work will be incorporated system wide in education. Meanwhile, in September EI, as well as affiliates in Northern Ireland, expressed concern at the violence that occurred in Belfast as pupils walked down a street in a Protestant neighborhood to attend a catholic girls primary school.

NORTH AMERICA and the CARIBBEAN

The regional office coordinated the J M Thompson phase III training program, held in the **Bahamas** 8-29 April.

Child Labour

2.9 → INTERNATIONAL

The **Global March** Against Child Labour held a Conference in April to examine the issue of child labour in Europe and subsequently began a campaign during the World Cup of football to draw attention to the plight of children making soccer balls. EI continues to be a member of the steering committee of the Global March. Child Labour was among the major themes of the EI/ILO seminar for regional staff, held in Geneva at the ILO office in September (see 2.6 above). Implementation of **ILO Convention 182 on the Elimination of the Worst Forms of Child Labour** was high on the agenda. Official development assistance for education in developing countries will require implementation of Convention 182, linking the elimination of child labour to the provision of education, as an integral part of project proposals.

EI and the ICFTU insist that the elimination of child labour and the provision of free, compulsory, quality education for all children must be top priorities for the **UN General Assembly Special Session (UNGASS) on the Rights of Children.** The Special Session was originally set to meet in **New York** on 19-21 September 2001, and now deferred to 8-11 May 2002. Addressing the plenary of the **Preparatory Commission** in June 2000, EI insisted that governments make concrete commitments on education. EI called on them to adopt plans of action to ensure full implementation of the conclusions of the World Forum on Education held in Dakar in April 2000, to provide free, compulsory, and quality education for all by the year 2015, and to eliminate gender disparities in primary and secondary schools by 2005. Some delegations started informal negotiations to try to obtain support for paragraphs dealing with how to "*improve the living and working conditions of children at work*", with no reference to elimination of child labour nor to a minimum age of employment. In the same spirit, attempts were made to minimize the participation of ILO/IPEC, so it will be important to prevent any dilution of opposition to child labour when the Summit meets in May. It is of the utmost importance that unions lobby their governments well before the Special Session, so as to ensure that the texts

related to education and child labour reflect the commitments as outlined in the Global Unions statements.

The **2nd International Conference on Children's Rights in Education** entitled *Creating a Culture of Human Rights, Democracy and Peace in the New Millennium* took place in **Victoria, B.C., Canada** 18-22 August. The Conference, organised by the Institute for Child Rights and Development, University of Victoria, and Children's Rights International Network in co-operation with Education International, the International School Psychology Association, and the UN NGO Group for the Convention on the Rights of the Child, sought to advance respect and support for children's rights and the full development of children through education. Around 160 participants, including experts from several universities working with children's rights in education as well as representatives from UNESCO, UNICEF, Save the Children, CIDA, and World Vision International, examined information and perspectives on theory, research and practices relating to education and children's rights. The fundamental framework for exchange on this theme was the United Nations Convention on the Rights of the Child. A report and material from the Conference is available on Internet (http://www.childrightseducation.org) and in a printed version.

The International Treaty prohibiting the use of child soldiers comes into effect on 12 February 2002, thanks to its ratification by ten States. New Zealand was the latest country to ratify this agreement after Canada, Bangladesh, Sri Lanka, Andorra, Panama, Iceland, Romania, the Vatican and the Democratic Republic of Congo. The protocol, adopted by the UN General Assembly on May 25, 2000, prohibits the participation of children under the age of 18 in armed conflict, and their forced recruitment or conscription. Human Rights Watch estimates 300,000 child soldiers are currently fighting in armed conflicts in approximately 40 countries. The most affected countries are Angola, Burma, Colombia, the Democratic Republic of Congo, Sierra Leone, Sri Lanka and Afghanistan. In this last country, investigations indicate that children were recruited and used as soldiers by both the Taliban and the Northern Alliance. The EI World Congress adopted a resolution on *Trafficking of Women, Girls and Boys*, in which EI called on governments to actively combat human trafficking. EI is pleased to report that the **Indonesian** government has decided to establish an interdepartmental team to launch various campaigns aimed at curbing rampant human trafficking. The decision was made in response to the United Nations' evaluation, which categorised Indonesia in the third grade – among the worst countries in handling human trafficking. This team has been assigned the task of improving the UN evaluation within three years. Experts from **West African countries** have also recently agreed on an action plan against trafficking in human beings in the region following a two-day meeting in Ghana. The plan of action calls for members of the **Economic Community of West African States (ECOWAS)** to adopt laws criminalising trafficking in human beings. It also urges them to build the necessary administrative structures including working in co-operation with NGOs and other representatives of civil society, the setting up of new special police units and training for officials, including judges, customs and immigration officials. The plan will be submitted through the ECOWAS Ministerial Meeting for adoption by ECOWAS heads of state at their annual summit in December.

In March EI expressed shock in a letter to the President of **China** over the deaths of 60 children in a school building in Jiangxi province. Eight and nine year old pupils had been fabricating fireworks in their classroom, in order to earn money for the school. EI stated that such practices, report-

ed to be widespread in China, represented grave violations of the rights of children under Conventions 138 and 182 of the ILO, as well as the UN Convention the Rights of the Child. China's refusal to accept provision 8(a) of the UN Covenant on Economic, Social and Cultural rights was disturbing. EI called upon the government of China to ensure that all children receive free, quality education without being forced to work as child labourers as part of their education.

2.10 → REGIONAL

AFRICA

In **Ghana**, GNAT and TEWU reviewed their projects for the rehabilitation and re-integration of school drop-outs, and submitted a merged project proposal to IPEC. EI and ILO/ACTRAV assisted by convening a workshop on strategies to be put into operation in 2002. The Ghana Trade Union Congress (GTUC), the Ghana Agricultural workers Union (GAWU) and the Ghana Labour College have also joined the project.

ASIA-PACIFIC

EI member organizations from **India, Philippines, Nepal, Bangladesh** and **Sri Lanka** undertook pilot programs on child labour in cooperation with the ILO/ACTRAV and national IPEC offices. In **India**, four EI affiliates - AIFTO, AIACHE, AIPTF and AISTF - have joined forces. Two planning meetings and six awareness seminars were held, and thousands of campaign materials including booklets were published in English, Hindi, Telegu, Tamil, Bengali and other local languages and distributed. A state level awareness seminar for Uttar Pradesh was held in cooperation with AEU, Australia. EI member organisations participated in a march to promote education and combat child labour in cooperation with the South Asian Alliance against Child Servitude. In **Bangladesh**, the child labour kit for teachers was completed, and 4 training seminars on use of the kit were held with representatives of 21 schools. Thousands of posters, stickers, pamphlets and other campaign materials were developed and distributed to schools in Dhaka and Chittagong. About 300 children at risk of dropping out will be provided with scholarships on the recommendations of teachers in the 21 schools. In **Sri Lanka** five workshops were held on awareness raising and developing of campaign materials, involving more than 100 teacher leaders. Campaign materials were completed for printing and distribution in the Colombo and Batticola regions. In **Nepal** the project on child labour is being undertaken in 25 of the 75 districts with activities to raise awareness of teachers, parents and students. More than 50 activities under the project including students' competitions, debates and dramas were held. About 200 working children are provided with scholarships to continue their studies. In the **Philippines**, NATOW and ACT have conducted a series of awareness raising activities in the slum areas of Manila and Cibu. NATOW organised child labour campaigns in cooperation with the national trade union center.

EUROPE

The **British TUC** held a workshop on Child Labour in February and invited EI to present a paper on the issue of Education and its Role in the Elimination of Child Labour.

LATIN AMERICA

The degradation of public education systems in Latin America is one of the direct causes of an increase in child labour. Two workshops were held as part of the joint EI/ILO project to combat child labour through education and trade union action. The first, in **Santiago, Chile**, 16-20 January, brought together representatives of CPC, **Chile**, CNTE, **Brazil**, CTERA, **Argentina**, and **OTEP**, Paraguay. Outcomes

included a series of recommendations for follow-up at the level of **Mercosur**, aimed at the eradication of child labour in these countries. The second, held in **Costa Rica** 12-14 December, was attended by representatives from ADP, **Dominican Republic**, MPU, **Panama**, ANDES 21 Junio, **El Salvador**, COLPROSUMAH, **Honduras**, STEG, **Guatemala**, CGTEN-ANDEN, **Nicaragua**, SEC and ANDEN, **Costa Rica**, and CPC, **Chile.** The IPEC regional offices in Costa Rica and Peru also participated. The objective of this workshop was to draw up a 'balance sheet' of the child labour situation in each country, then to work systematically on projects, with the participation of education unions and teachers at their workplaces. The Regional Office then distributed a publication containing basic information on the situation of child labour in each country, together with World Congress resolutions and ILO Conventions. The publication included suggestions for strategic planning, to help affiliates develop national plans for the eradication of child labour.

Women

2.11 → STATUS OF WOMEN COMMITTEE

The Committee met in Brussels on 27 March, and prepared detailed recommended to the Executive Board on:

- the campaign with ICFTU and PSI for the ratification of the ILO Maternity Convention.
- mobilisation of member organisations leading up to the UN Special Session on Children's rights.
- updating of the EI web-site.
- developing participation in the regional women's networks and round tables.
- placing the issue of gender perspective be placed on the agenda of the annual meeting on development cooperation, including plans to implement gender analysis.
- Investigating the response rate to EI questionnaires and improving the Triennial survey.
- undertaking a research study on part-time work.

The Committee examined the draft Program and Budget for 2002-2004, as prepared a draft agenda for the Women's Caucus prior to the World Congress.

For **International Women's Day**, 8 March, EI created a poster focusing on women in collective bargaining, entitled: *Giving Women a Voice at Work and in the Union*. The poster, released on 6 February, highlighted the 'how and why' of gender equality in collective bargaining, illustrating how unions are strengthened by the inclusion of women's issues. EI sought to draw attention to women's issues and their untapped role as augmentors of union strength, as the percentage of women in the paid work force increases.

2.12 → TRIENNIAL SURVEY

The Third Report on the Situation of Women in affiliated organizations, in education and in society was presented to the World Congress. The level of responses received - from 25 % of EI affiliates - was not considered sufficient to provide a totally realistic representation of the situation of women in member organizations, so the report set out an exposition of the range of issues encountered in respect of equality. It was presented as a basic working tool for member organizations, and proposed recommendations for EI action. These included continued lobbying of international organisations, research, defining avenues for action, producing equality policy models, disseminating and exchanging information, strengthening motivation and awareness campaigns, financially assisting organizations in difficulty, demanding equitable (50/50) gender representation, and

furthering the recruitment of women to senior posts, and participation in international activities.

2.13 → UN COMMISSION ON THE STATUS OF WOMEN

The 45th session of the **UN Commission on the Status of Women** was held in **New York** 5-16 March. The session began with speakers focusing on the need for speedy implementation of the outcome document of the General Assembly's special session on women, "Beijing+5" as well as the need for a gender-equality perspective in the upcoming UNGASS on HIV/AIDS (June 2001) and in the Conference on Racism, Racial Discrimination, Xenophobia and Related Forms of Intolerance (September 2001). Resolutions were adopted on the situation of Palestinian women and discrimination against women in Afghanistan. Adopting a resolution on women and children taken hostage in armed conflicts, the Commission condemned violent acts in contravention of international humanitarian law against civilian women and children, and called for an effective response to such acts. The Commission called on governments, the UN and civil society to take an integrated holistic approach to address multiple forms of discrimination against women and girls. It also recommended the development and implementation of strategies, policies and programs aimed at the elimination of all forms of discrimination. The Commission stressed the importance of mainstreaming a gender perspective into the preparations, work and outcome of the world conference on racism in Durban, South Africa. The Commission also addressed the impact of HIV/AIDS on women and girls. EI was unable to attend the ***ICFTU Women's Committee,*** since it coincided with the EI Executive Board meeting in March, but continues to work with ICFTU and PSI on the issues.

2.14 → REGIONAL

AFRICA

Many member organisations have intensified specific activities to enhance the status of women and their participation in union and in educational activities, including representation in the leadership of unions. A Women's Round Table was organised for all women delegates and observers attending the 4th Pan African Conference in **Johannesburg** in July. South Africa, Gabon, Côte d'Ivoire, Botswana and Swaziland sponsored additional participants. Their discussions focussed on: women's specific needs, challenges and problems; female educators in a globalised society; effective participation, empowerment, communication, leadership in unions; promotion prospects and practices; social and economic status of women; HIV/Aids. Women from the EI Executive Board and the EIRAF Executive Committee facilitated and co-ordinated the meetings, synthesised their deliberations and produced a joint position paper. On 23 March SENA, **Gabon**, hosted a sub-regional Women's Leadership seminar for teacher unionists, organised by the Panafrican Teachers' Centre. Delegates represented Gabon, Cameroon, Chad and Central African Republic.

ASIA-PACIFIC

A women's regional seminar was held prior to the World Congress, in **Jomtien, Thailand.** Women leaders from the member organisations in the Asian region participated in the discussions, mainly on the ILO convention on maternity protection, Beijing +5, and education of the girl child.

EUROPE

The European Equal Opportunities Committee met in **Brussels** 14-15 May, and prepared recommendations for the Regional Committee, specifically on the recruitment and retention of members in Europe: what strategies are

required to ensure equality? The Committee also discussed the PrepCom of the UNGASS on the Rights of Children and the Human and trade union rights of gay and lesbian teachers and education workers.

LATIN AMERICA

A regional seminar to train women educators from Central America was held in **San José, Costa Rica**, 4-7 June, as a follow-up to the NL Norway Gender project in Central America. This three-year projects aims at strengthening the Women's Network *(Red de Mujeres)* and training women leaders to disseminate information on education and social policies but also on health education, focusing on sexual and reproductive health. The policies developed by the trained women officials were then presented to the national Executive Boards of their respective unions. National gender workshops were organised in **Guatemala, El Salvador, Honduras** and **Nicaragua**. A workshop on gender issues was then held in **San Jose, Costa Rica** 13-16 November, with the support of ILO/ACTRAV, bringing together representatives of the ITS/Global Unions from the Latin American region. This was a motivational workshop, aimed at increasing the participation of women in the regional structures of each organisation.

NORTH AMERICA and the CARIBBEAN

A regional seminar on *Gender Neutral language* was convened by the CUT Status of Women Committee in January in **Grenada**. The Committee held its 2nd conference prior to the Biennial CUT Conference in **St Lucia** in August; the EI Regional Coordinator was re-elected as chairperson.

2.15–2.16 → ROUND TABLES & NETWORKING

AFRICA

The **Promotion of Women in Education (PWE)** network continued its activities with emphasis on training at the grassroots. Other activities included special in-service training programs in the sciences for selected women teachers in **Togo** and **Burkina Faso**, Communication skills workshops for 17 women teachers from English speaking countries in ECOWAS sub region. A Women's leadership seminar was held in **Gabon** 19-22 March for women leaders from FESER, **Cameroon**, FSEC, **Central Africa Republic**, SET, **Chad,** and SENA, **Gabon**. Two issues of a special news bulletin in French and English were produced and distributed. An evaluation workshop, attended by representatives of co-operating organisations (CTF, Lararforbundet, and NL) and selected participants, was organised in **Accra, Ghana** in November to assess the impact of the PWE project and develop a new three-year plan. PATC Special Women programs - training workshops and Book Development Project continued in some countries under the sponsorship of CTF and NL (**Sierra Leone, Zambia, Côte d'Ivoire, Togo, Benin, Burkina Faso, Liberia and Ghana**). 16,740 copies of supplementary readers were printed and distributed to rural and deprived basic schools. In addition CTF funded the printing of 8000 copies for distribution by the national unions of **Mali, Liberia, Sierra Leone** and **Togo**.

ASIA-PACIFIC

A number of workshops for training on women's issues were organized with the AIPTF in **India**, the BTF and NFTA in **Bangladesh**, the NTA and NNTA in **Nepal** and the ACUT/ ACUT (G)/ CTTU and SLITU in **Sri Lanka**. The programs included networking, leadership, union skill development, awareness seminars, evaluation and planning meetings, trainers' training and publication of newsletters. A focus of

programs this year was raising the awareness of women about their legal rights, particularly relating to violence. Preparations are underway to develop women's networks in the ASEAN countries of **Malaysia, Philippines, Indonesia, Thailand** and **Singapore**. A workshop was held on 7-9 November in Samarang, **Indonesia** for the women leaders of the PGRI. The regional office participated in the Women's forum held 21-24 August by the ICFTU/APRO in **Penang, Malaysia**.

LATIN AMERICA

An example of a national project is one launched with UNE, **Ecuador**, aimed at increasing the participation of women in the structures of the union. The project was planned during a mission with the regional office in September.

Racism and Xenophobia

2.17–2.18 → INTERNATIONAL

EI continued to make efforts for the organisation of a second international conference on Racism, anti-Semitism, Xenophobia and Religious Intolerance. While such a conference had been planned in the year 2000 in Jerusalem, the breakdown in the Israel-Palestinian peace process effectively undercut any prospect of proceeding with the conference in 2001.

Papers were to be produced for this conference, but were not prepared because of the postponement. EI participated in the **UN International Conference on School Education in Relation to Freedom of Religion and Belief, Tolerance and Non-discrimination**, held 23 – 25 November in **Madrid, Spain**. The Conference was convened by the UN Special Rapporteur on Freedom of Religion or Belief, Abdelfattah Amor, to make recommendations on what is taught and learned about religion or belief in schools. The conference hoped to set down principles and suggestions on the teaching of religious education through confessional or faith based education as well as through education about religions and beliefs in both public and private schools, with the focus on primary and secondary education. EI addressed the plenary session to assert that all education should be based on international human rights principles and standards. School education directed at building tolerance should make children and young people aware of the diversity of beliefs – religious and non-religious. Participants agreed that preparing young people for life in an interdependent world must ensure that they know not only about their own culture and traditions but also about the cultures, religions and traditions of others. But how to go about this was not so easily agreed upon and the well attended conference raised many controversial issues. Secular schools, single faith schools or schools that recognise and teach religious education for many faiths all came under scrutiny with their proponents and detractors. The right of parents to choose faith based schools was promoted by church and parent groups while others saw the role of the school as being one that would help young people understand and respect different faiths as well as institutions that promote human rights including freedom of religion or belief. The small number of women participants among the many religious groups present was a telling comment on the role of women in religious institutions. Women were almost as conspicuously absent among government delegations.

2.19 → REGIONAL

A series of activities were undertaken in **Fiji** with the FTU and FTA after the coup that overthrew the elected government, with the aim of achieving better understanding among teach-

ers and promoting peace and harmony among ethnic groups in the country.

Indigenous Peoples

2.20 –2.22

The annual meeting of the UN Working Group on Indigenous Peoples is held each July. EI was unable to participate in 2001 because the dates coincided with the World Congress. An **Indigenous Forum** was held prior to the World Congress in Jomtien. Participants from the member organisations in the Asian-Pacific region discussed developing a network of indigenous educators to promote indigenous issues and participation in teachers' unions.

Gay and Lesbian Teachers

2.23 → INTERNATIONAL

Following debate at the 2nd World Congress and the adoption of a mandate, the first **Triennial Report on the situation of gay and lesbian teachers and workers in the field of education** was presented to the 3rd World Congress. The report drew upon responses to questionnaires sent to member organizations by the secretariat in 1999 and 2000. Although a relatively low level of responses limited the sample, they shed light on key issues, including legal recognition, trade union policy and action, combating exclusion, and confronting and overcoming discrimination.

Program 3

Education and Employment

3.1 → EDUCATION FOR ALL

Based on the success of the first **Global Action Week** for Education in 2000, the EI Executive Board decided to support a second global effort during the week **2 to 8 April**. It was organised by the **Global Campaign for Education (GCE)**, the broad-based coalition founded by Education International, Oxfam International, ActionAid, and the Global March against Child Labour. In March, EI forwarded to all its member organisations the text of the **Dakar Framework of Action**, as well as a booklet from UNESCO on guiding principles for the preparation of national plans. This year's Global Action Week was strategically planned before two important international events. First was a **UNESCO** meeting on Education for All in **Paris** in April, composed by high level leaders representing governments, civil society of industrialised countries and developing countries as well as development bodies. The second event was the **IMF and World Bank** annual spring meeting at the end of April in **Washington DC**. Global Action week aimed to remind national and international leaders of their obligation to provide free quality education for the children of the world. Activities took place all over world. The following are just a few of those activities.

INDONESIA

PGRI organised several activities demanding more resources for education in Indonesia. During the week, PGRI met with representatives from the Ministry of Education, Ministry of Finance and the Parliament Committee for Education where, accompanied by EI, they formally presented their demands for increased investment in education. PGRI also organised a meeting for members with representatives of EI and the World Bank on Education for All in Indonesia.

FRANCE

The French members of EI joined the Action Week by organising a press conference on April 4 at the National Economic and Social Council. They formally requested meetings with the Prime Minister and Ministers of National Education, Foreign Affairs and Co-operation.

SOUTH KOREA

CHUNKYOJO held a national rally and march for quality public education on April 8, attended by over 4000 people teachers, parents, students and NGO members. They marched to pressure the Korean government into providing quality public education and to win increased public sup-

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port. They called on the government to terminate corrupt private schools, and normalise public education.

UNITED STATES

AFT publicised its support of the GCE with an article on its web site, featuring a headline on the AFT's homepage with a link to the GCE web site, and publicity in the AFT electronic newsletter *Inside AFT*, which is received by 36,000 AFT leaders.

CANADA

CSQ and CTF/FCE organised a continental forum on education. Several hundred delegates from 30 countries of the Americas took part in this historical meeting. The Forum adopted a Joint Declaration and an action plan which were presented to the Heads of State participating in the second Summit of the Americas, Quebec, Canada, April 17-21.

On 29-30 April the GCE Steering Committee engaged in a series of lobby meetings with key personalities from the **World Bank and the IMF**. Informal meetings were also held with the Ministers of Finance of Canada and the UK, and the Minister for Development Co-operation of the Netherlands, on the need for increases in official development aid to achieve education for all. The campaign also targeted the International Week on Debt and the **G8 meeting in Genoa, Italy,** in July. EI member organisations were invited to join national coalitions in their countries, or to facilitate their formation, in order to create strong voices at the EFA national forums. The GCE Steering Committee agreed that the third Global Week of Action would take place from 21-27 April 2002. The theme will be *the right to free education*, with a strong message, reflecting EI policy, that fees and charges for basic education must be abolished now in order for the 2005 and 2015 education goals to be met. The Week of Action will coincide with the anniversary of Dakar's World Education Forum. It will create worldwide public pressure to accelerate progress towards Education for All (EFA), just ahead of the rescheduled UN Special Session on the Rights of Children (8-11 May). Finally, it will launch the countdown to the end of 2002 - the deadline for completion of National EFA Plans. International efforts are starting to produce results, as Mozambique qualified for $600 million in debt relief through the Heavily Indebted Poor Countries (HIPC) initiative of the World Bank. Mozambique, along with Bolivia and Uganda, is the third country to qualify for debt service relief under the HIPC initiative. The debt relief will reduce Mozambique's external debt by 73%.

The 2nd meeting of the **Working Group on Education for All (EFA)**, set up by the Director General of UNESCO after the Dakar World Education Forum, was held on 10-12 September. This group, composed of some forty participants including EI, agreed on a series of recommendations concerning the preparation of a comprehensive EFA strategy, and the assessment and funding of national EFA plans of action. Participants also discussed the first Monitoring Report and a draft communiqué for the high-level meeting of governments and development agencies that followed in October. The Group also decided to launch two new programs, one on teachers for quality education and one on education and disabilities. The first meeting of UNESCO's **High Level Group on EFA** took place in **Paris** 29-30 October. This meeting brought together education ministers from the South, development ministers from the North and senior officials of multilateral agencies such as UNICEF and the World Bank. The Global Campaign for Education was well-represented, as five of the six civil society leaders invited (Mary Futrell EI President, Kailash Satyarthi of Global March Against Child Labour, Sergio Haddad of the Association of Brazilian NGOs, Bouli ali Diallo of FAWE and

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Barbara Stocking of Oxfam UK) are members of the GCE. These leaders pressed for recognition of the role that civil society has to play in building a broad-based constituency for education reform and in holding both governments and donors accountable for keeping their promises. Whilst some governments were skeptical, others - notably Senegal - endorsed our position. Speeches from the education ministers of Pakistan and Senegal (and many other comments from the floor) challenged the donors to make good on their promise of additional resources for countries that have plans for achieving the Dakar goals. In support of their demands, the GCE lobbied hard for the meeting to mandate a smaller group of officials to hammer out the practical details of a financing and monitoring framework by April 2002. After much debate, this was agreed, and included in the final communiqué.

EI was invited by UNESCO to the **Collective Consultation of NGOs on Education for All**, along with around 200 other national and international NGOs working in education. Held in **Bangkok, Thailand** 12-14 July, the consultation discussed strategies and proposals to reinforce the contributions of civil society organisations in achieving EFA goals. The meeting developed a list of activities that could be carried out through the Consultation network, with a focus on reinforcing NGO contributions to EFA. A group consisting of two representatives from international organisations, including EI, the UNESCO-NGO Liaison Committee, and four regional representatives for Africa, the Arab countries, Asia and Latin America was elected to co-ordinate the activities and to prepare the next Collective Consultation.

3.2 → PARTNERSHIP IN EDUCATION REFORM

A major program goal continued to be to be the pursuit of EI policy arising out of the 2nd World Congress theme: Education - Building the 21st Century. At the level of the OECD group of industrialized countries, **the Trade Union Advisory Committee, TUAC**, continued to provide a focus for pursuit of that goal. The **TUAC Working group on Education, Training and Employment**, bringing together representatives of both teacher unions and trade union confederations in the OECD countries, met in Paris 7-8 March. The main item on the agenda was to prepare the trade union input to the Meeting of Education Ministers in the OECD countries, held in April. The Working Group agreed on a trade union statement that was presented to the ministerial meeting, and also finalised a document outlining a trade union vision of lifelong learning (available on the TUAC website (http://www.tuac.org). **Ministers for Education** met in Paris at the **OECD Education Committee** in April to review progress in implementing the common goal of lifelong learning for all, adopted in 1996. During the consultation with Ministers, TUAC delegates emphasised that trade unions are prepared to contribute to and support innovation in teaching and learning. They brought to the attention of Ministers that unions representing the providers of education and training - the education unions - are engaged in major debates about the impact of change, of new technologies, of increasing international trade in education services. They made clear that partnership with the main actors, especially with the teachers and their unions, is a key to progress. Leading the TUAC delegation, EI urged Ministers to signal their readiness to collaborate with teachers and their unions in order to improve the practice of teaching and learning as well as the management of educational institutions. In this regard, the TUAC submission to the meeting called upon Education Ministers to

design policies in order to ensure that schools are equipped appropriately and teachers are trained to prepare learners for the knowledge-based economy. Ministers invited the OECD to explore further the relationships between human and social capital and their contributions to human well being, sustainable development and economic growth. Moreover, they urged the OECD to review how the capacity of education and training systems can be increased to include all learners and to achieve equitable outcomes for all, while meeting the increasing diversity of learners' needs, maintaining cultural diversity and improving quality. Several references were made to the role of unions in this process. In setting new priorities for further work Ministers agreed upon a future agenda for research and analytical work to be conducted by the OECD. However, the conclusions were short of clear commitments on action and finances to back up their proposals. It is essential that the OECD engage in a follow-up involving TUAC and the employers' counterpart, the Business and Industry Advisory Council (BIAC), in order to manage change through partnership. EI is participating through TUAC in a joint BIAC/TUAC project to support the implementation of lifelong learning by collecting and disseminating information on national realities. The project aims to highlight good practice and to describe how the roles of the three partners: employer, employees (and their organisations) and governments – work in practice. (See also 3.15)

EI participated in an OECD conference on **Early Childhood Education** in **Stockholm, Sweden,** June 13 –15. The objective was to present the OECD comparative report on early childhood education and care, entitled: *"Starting Strong"* and to enable participants to discuss the policy lessons presented in the report. Information about early childhood education and care was reported from12 countries (**Australia, Belgium, Czech Republic, Denmark, Finland, Italy, Netherlands, Norway, Portugal, Sweden, United Kingdom and United States**).

EI - UNESCO CD-ROM "Educating for Citizenship"

The multimedia CD-ROM produced by UNESCO in partnership with EI provides pupils with the knowledge, skills and understanding they need to play their part in society, by helping them become informed, thoughtful and responsible citizens, aware of their duties and their rights. It promotes their spiritual, moral, social and cultural development, increasing their self-confidence and sense of responsibility both in and out of the classroom and encouraging them to play a helpful part in the life of their schools, neighbourhoods, communities and the wider world. It also encourages learning about values, respect for different national, religious and ethnic identities and develops their ability to reflect on issues, have a critical mind and take a stand in discussions. It is hoped that this multimedia CD-ROM will help pre-primary and primary school teachers, as well as the educational community as a whole, in their approach to teaching this theme. A wide range of materials, including standard-setting texts, six methodology guides, and seventy-eight learning activities, have been included, and can be used in teaching a variety of subjects. The CD-ROM was distributed at the EI World Congress.

EI chaired a session on sports in schools at the **World Sports Forum,** held 20-23 May in **Lausanne, Switzerland.** This forum, held near the headquarters of the International Olympic Committee, gathered leaders in international business and politics, active participants in the world of sports, presidents and key officials of the international sports federations, the Nobel Foundation of Sweden, and members of international organisations such as ILO, UNESCO, UNICEF, WHO, and the UN High Commission for Human Rights. A resolution adopted by the forum on sports in school and the

responsibility of public authorities, urged the strengthening of links and partnerships between the international sports community and the UN agencies, the business community, governments and the teaching profession.

3.3 - 3.7 → MONITOR WORLD BANK, STUDIES ON EDUCATION REFORM, SCHOOL & COMMUNITY, EXCHANGE INFORMATION ON COUNTRY EDUCATION SITUATIONS, TEACHER TRAINING

Although some work had been undertaken on these program activities in 1999-2000 (see Progress Report to Congress), further implementation was not pursued in 2001, due to limitations on human resources. It was decided to give priority to the campaigns, and in particular the GCE. However, the review of EI policies and procedures, presented to Congress, emphasized the need for EI to establish a research and information exchange facility which would undertake such tasks. Following the mandate of the Congress, work to establish such a facility will proceed.

Regarding the **monitoring of World Bank credits, official development assistance (ODA) and other forms of aid for education,** (program 3.3), EI is taking steps to help member organisations monitor the use of funds. Contacts have been established with Transparency International (TI), an organisation with the objective of empowering civil society to participate in efforts to fight corruption. The purpose of these discussions has been to explore how EI and TI can co-operate in fighting against corruption in the education sector. Such monitoring is an important factor in the campaign to achieve Education for All. With respect to **studies on education reform** (program 3.4), EI has been in contact with member organisations in New Zealand to discuss a first country seminar in autumn 2002. This would be a pilot for similar seminars in other countries. **Networking** (programs 3.5 & 3.6) is beginning among European member organisations - ETUCE will participate in large project organised by the European Trade Union College (ETUCO) called "Dialog On". Within that project ETUCE will organise three networks; (1) higher education, (2) teachers' pay and working conditions and (3) quality in education. This project will offer EI several possibilities to examine how "cyber discussions" can be organised and further developed. The EIE round table on Early Childhood Education in 2000 also called for the establishment of a network on that topic. EI participation in networks is also being developed with the OECD and UNESCO. For example, EI attended a UNESCO meeting held in Paris June 25 – 26 to review the existing 18 EFA indicators, and will participate in the network established to pursue that review process.

3.8 - 3.10 → HIGHER & VOCATIONAL EDUCATION

Regular exchanges are organised among members of the EI **Higher Education and Research network**, particularly on sensitive issues such as deregulation, intellectual property and trade in education services. JTA, **Jamaica** organised a conference on Further and Higher Education in April, with the participation of other education unions in the Caribbean region. An international Round Table on **Vocational Education and Training** with special emphasis on partnerships and new technologies was held in 2000. The EI **Conference on Higher Education and Research** scheduled for 2001, was postponed to March 2002, considering the volume of work related to the preparation of the World Congress, and will be held in **Montreal, Canada.**

3.11 → UNESCO/IBE INTERNATIONAL CONFERENCE ON EDUCATION

The 46th session of the **International Conference on Education**, convened by UNESCO and the International Bureau of Education (IBE), was held 5-8 September in **Geneva**, with the theme: *Education for All: Learning to Live Together*. Two sub-themes were discussed: 1) *Living Together, Democracy and Social Cohesion*, which included discussions on citizenship education, violence, cultural diversity and education, and 2) *Knowledge, Technology, and the Future of the School*, where debates on language teaching, science teaching and information technologies and education took place. An EI delegation, headed by President Mary Futrell, participated actively. EI member organisations from **Brazil, Canada, Denmark, France, Italy, Kenya, Malta and Norway** were also represented. EI General Secretary Fred van Leeuwen participated in the panel of a special session on the involvement of civil society in promoting Education for All, and other members of the EI delegation played a strong role in the debates. Tom Bediako, EI Chief Co-ordinator for Africa, was honoured as a recipient of the prestigious **Comenius Medal**. This medal was created jointly by the Czech Republic and UNESCO in 1992 on the occasion of the 400th anniversary of the birth of the educator and philosopher Jan Amos Comenius (1592 - 1670). It is intended to reward and promote outstanding achievements and innovations carried out in the fields of teaching and education.

3.12 → REGIONAL ROUND TABLES

AFRICA

Since the 4th Pan-African Conference a number of activities have been organised by national teachers' organisations, EI Regional office and the PATC. Pursuing the Global Campaign for Education for All at the national level, new coalitions of teachers unions and other civil societies organisations have been established in many countries, including **Burkina Faso, The Gambia, Uganda, Sierra Leone, Gabon, Liberia, Mali, Zambia and Mozambique.** The national coalitions are expected to intensify their advocacy for education for all, and to ensure the full participation of teacher unions and other civil society organisations in the elaboration of national plans. Many member unions organised activities on the World Teachers' Day on the Theme "Qualified Teachers for Quality Education" (**Togo, Gambia, South Africa, Ghana, Zambia, Niger**). Three sub-regional workshops were held on Education and Economic Reforms with emphasis on Quality Public Education for All. Teacher leaders from **Uganda, Tanzania, Kenya, Nigeria, Ghana, Sierra Leone, Gambia and Liberia** participated. The GNAT, **Ghana,** had an extensive discussion on educational reforms at its 1st Quadrennial conference under the theme Fifteen years of New Educational Reforms - The Way Forward. The Pan African Teachers' Centre (PATC) continued its programs with emphasis on production of more supplementary reading materials, leadership and communication, and research. The Centre is being restructured. At a planning workshop in June 2001, national leaders together with CTF representatives, the regional office and independent professional researchers, agreed on the changes to the Centre's legal status and operations. Future activities will cover three main areas: (a) Teaching and learning - Resource Material Development: (b) Professional Growth and organisational development; and (c) Research, Communication and Consultancy. An interim management board has been established. Member organisations continue to request more academic and professional development programs, but the regional office is unable to respond positively to their requests unless more co-operating partners agree to contribute to this area of union work.

ASIA-PACIFIC

The regional office held three seminars throughout the region, in order to inform EI affiliates, and in particular new members, about the Global Campaign for Education and the Education For All initiative. The seminars were organised for the **Indian sub-continent (India, Bangladesh, Nepal, Pakistan and Sri Lanka)**, **Central Asia (Kazakhstan, Kirghizstan, Uzbekistan, Tadjikistan and Turkmenistan)** and the countries of the **Southeast Asia Association (ASEAN).** The seminar in India was organised in co-operation with NGOs involved in the Global Campaign for Education, and in the case of Kazakhstan, with UNESCO. **India** experienced a large social mobilisation through the Shiksha Yatra (Education March). The March commenced on 21 January from Kerala, but due to the devastating earthquake in Gujrat, it was adjourned, before resuming on 15 March from Bangalore, Karnataka. The education march produced a number of effective press conferences, leaflets and posters. These efforts generated considerable press coverage and government support, including public support from India's Prime Minister. In the **Pacific, a** series of roundtables in 1999 and 2000 was followed by another round-table 6-7 May, in **Fiji.**

EUROPE

A round table was held for all **Balkan** member organisations10-12 October, in **Cyprus.** The EI - Europe **Round Table on Lifelong Learning,** held November 8 - 9 in **Lisbon, Portugal**, was well attended by representatives of many European countries. Discussions focused on how EI's policies and activities in Europe on lifelong learning should proceed in 2002. Documents from the Round Table and the result of the discussions were the subject of a report. The Round Table debated how to define and guarantee lifelong learning. As well as: What the role the state should play in providing lifelong learning; The relationship between lifelong learning and "traditional education", and: How lifelong learning will influence the role and status of teachers in the future. The OECD paper "Lifelong Learning and Employability" was presented by a representative of the OECD secretariat. Some 30 participants attended the EI Europe **Standing Committee on Higher Education and Research**, held 25-27 November in **Barcelona, Spain**. The agenda included a discussion concerning the follow-up of the Sorbonne/Bologna/Prague process and the implementation of the European Space of Higher Education at the national level. The participants learned about the data study on the status and working conditions of higher education personnel in the 15 European Union countries. This project developed by the GEW with the University of Kassel could, with new financing, be extended to include East and Central European countries and ideally be accessible on the Internet with regular updates. The delegates were also informed of the developments concerning the GATS at the WTO Ministerial Conference

LATIN AMERICA

A pedagogical congress was convened by SUTEP, **Peru**, 1-3 November, with EI participation, on the theme of quality public education for all. The regional office also undertook missions to **Uruguay** in January and to **Mexico** in February and October, to discuss the future action of the teacher unions on the same theme. In the same way, the regional office participated in the **World Education Forum** held in **Port Alegre**, **Brazil**, in October (see 1.6). Meanwhile, the regional office prepared and distributed a new publication: National *Action Plans for the Defence of Quality Public Education*. The 132-page publication contains a list of resolutions from world summits and regional meetings in the government education sector over the last decade. It also includes the EI Congress resolution on this issue and the conclusions of the Fourth IEAL Regional Conference.

These are complemented by the civil society agreement on quality public and lifelong education for all that came out of resolutions passed at the EI/ORIT (ICFTU regional organisation for Latin America) meeting in San José in March 2000, and the Continental Forum on Education that formed part of the Second People's Summit (17-18 April 2001, Quebec, Canada). To back this up, the EI Regional Committee incorporated recommendations with a view to drawing up national strategic plans for EFA according to the Dakar Framework for Action.

3.13 - 3.14 → COOPERATION WITH UNESCO, UNICEF, WORLD BANK FIELD PROJECTS

Such cooperation is developing in the regions, as described in the Progress Report to Congress. Much of this work was carried out together with the sub-regional and national activities – education for all, child labour, women, assistance in conflict situations – described in other sections of this report. In **AFRICA**, a seminar on the theme *"Poverty Alleviation for Education for All"* was held 15 - 19 January, hosted by SENA, **Gabon**. ILO, UNESCO, the World Bank, and EI participated together with FESER, **Cameroon**, SET, **Chad**, SYECO, FENESCU, FENECO, **RD Congo**), SEP and EER, **Rwanda**, FSEC, **Central Africa Republic**, STEB, **Burundi**, and SINPRESTEP, **Sao Tome & Principe**. In **ASIA-PACIFIC**, member organisations in **Nepal, India, Philippines, Mongolia, Malaysia, Fiji, Pakistan and Indonesia** organised activities to promote special emphasis on equality of access to education, especially during the action week of the Global campaign for education.

3.15 - 3.16 → COOPERATION WITH UNESCO, WORLD BANK, OECD/TUAC, ILO SEMINARS ON LIFE-LONG LEARNING, EDUCATION & ECONOMY

EI participated in an OECD International Conference on **Adult Learning Policies** in **Seoul**, **Korea**, December 5 – 7. The purpose of the meeting was to promote exchange of ideas and information on current policies and practices in the adult learning areas and to have a preliminary discussion on the results from the OECD thematic review on adult learning. In **LATIN AMERICA**, a conference of member organisations of EI and ICFTU was organized in cooperation with ORIT, with ILO participation, in 2000.

Status of Teachers

3.17 - 3.18 → THE UNESCO/ILO RECOMMENDATION ON THE STATUS OF TEACHERS; UNESCO RECOMMENDATION ON HIGHER EDUCATION TEACHING PERSONNEL.

EI addressed the **ILO Standards Committee** at the Conference in **Geneva** in June regarding the report from **Committee of Experts on the Application of the Recommendation on the Status of Teachers (CEART)**. Following participation in the first ever consultation held by CEART in 2000, EI expressed appreciation that the procedures had been opened to enable meeting with education union representatives, and was happy to see the Committee trying to find innovative ways to fulfil its mandate, despite limitations on its human and financial resources. The input

of the UN Special Rapporteur on the Right to Education is a valuable addition. EI pointed out that education is a critical factor in national development, but warned that the world-wide teacher shortage teacher is a serious threat to achieving Education for All by 2015, citing the CEART report: "There has been a tremendous expansion of education against a background of pauperisation of teaching and learning conditions creating an environment unattractive to potential recruits and to teachers currently in service". EI explained that non-application of ILO conventions 87 and 98 only exacerbated the problem and advocated better enforcement and increased protection of teachers' rights. EI also urged CEART to address the impact of HIV/AIDS as a matter of urgency, and to seriously review the implications of GATS for education personnel. EI had advocated the establishment of a mechanism to monitor the application of the new UNESCO Recommendation on Higher Education Teaching Personnel, and noted the agreement between ILO and UNESCO to include this task in the mandate of CEART.

3.19 → ILO SECTORAL PROGRAM

The ILO Standing Committee on Education held an important joint meeting in 2000. EI has participated actively in discussions between the ILO and the Global Unions on ways of improving follow-up to such meetings, and has expressed strong support for more activities in the regions. Those discussions continue, with EI pressing for more attention to be given in future to the conditions of employees in the education sector, which is both numerically the largest of all sector, and is agreed by all to be of vital importance in all communities and economies.

3.20 → UNDERTAKE A TRIENNIAL COMPARATIVE STUDY ON THE CONDITIONS OF SERVICE OF TEACHERS

It was not possible to implement this program item, for the same reasons as those explained under 3.3 – 3.7 above. This task will be undertaken in future within the framework of an EI research and information exchange facility. At the regional level, a report on teachers' pay in **European** countries was presented to EIE committee

3.21 → WORLD TEACHERS' DAY

The **World Teachers Day** (WTD) 2001 theme, chosen in cooperation with UNESCO, was ***Quality Teachers for Quality Education.*** A colourful and informative banner was released at the World Congress. To help member organisations highlight WTD, materials and information were disseminated. The WTD section of the EI web site was revamped: graphics, new information and more links were added. A doubled-sided poster was also printed. Side one was the traditional, but slightly improved logo. Side two was mostly text that elaborated on the theme. Stickers were printed along with the Congress stickers. EI produced 2 press releases: one focused on quality in trade union issues and the other highlighted the impact of quality in education. WTD was highlighted in the July and December issues of the EI Magazine and the October edition of the Monitor. Five circulars were sent to member organisations: announcing the theme and releasing materials. Member Organisation from every region participated. The activities varied from an official statement of endorsement to weeklong festivals. All of the participating organisations with web sites posted information. While some 30 affiliates responded to EI's question-

naire, there are indications that a much larger number actually participated, for example, at least 15 other affiliates ran articles in their publications. Press clippings about WTD2001 were circulated.

Health Education

3.22 → UN AND AGENCIES

The UN convened a **General Assembly Special Session on HIV/AIDS** from 25 to 27 June in **New York**. The session aimed to intensify international action to fight the epidemic and to mobilise the resources needed. Governments agreed on a Declaration of Commitment outlining priority areas for stronger action. Juan Somavía, ILO Director General officially presented the new ILO Code of Practice on HIV/AIDS and the World of Work. In preparation for this major event, EI participated in the 'Break-the-Silence' Internet forum and contributed to the improvement of the Declaration of Commitment. **ILO** formalised its commitment to fight the global HIV/AIDS epidemic by becoming a Co-sponsor of **UNAIDS**. The ILO joins the seven existing UNAIDS Co-sponsors, UNICEF, UN Development Programme (UNDP), UN Population Fund (UNFPA), UN International Drug Control Programme (UNDCP), UNESCO, WHO and the World Bank.

EI promoted the petition *"Health before Wealth - Demand the WTO change its patent rules"* launched in October by Oxfam, Third World Network, and Health Gap Coalition. This global alliance challenged **WTO** members to demonstrate their commitment to put people's health before the profits of powerful drugs companies, and was presented to the WTO at its summit in Doha, Qatar in November (see 2.1).

3.23 → RESOURCES

A new **Training and Resource Manual on School Health and HIV/AIDS Prevention for Teachers**, jointly produced by **EI and WHO**, was designed in collaboration with EI affiliates through different seminars held in 1999 and 2000. It was prepared by the Health and Human Development Programs at EDC (Education Development Centre, Boston, USA). It is a comprehensive and practical tool, particularly useful for the training teachers. This handbook, currently available in English and French, can be downloaded from the EI HIV/AIDS website: http://www.ei-ie.org/aids.htm

3.24 → REGIONAL

AFRICA

A workshop on Health & HIV/STI Prevention in **Southern Africa** was held in **Gaborone Botswana** from 26 February to 3 March. It was organised by EI in collaboration with WHO, EDC (Education Development Centre, USA) and CDC (Centre for Disease Control, USA), with the participation of UNICEF and the World Bank. This meeting gathered, for the first time, representatives from EI affiliates in the Southern African region with representatives of Ministries of Education and Health. One of the main objectives was to enable teacher trade union leaders, their constituencies and teachers to acquire the skills needed to educate against further spread of HIV/STI, help others avoid infection, reduce related discrimination and confront stigma related to HIV infection in the education system. A key task was to finalise the development of action plans on school health and HIV/STI prevention in Southern Africa. Invited to develop partnerships with the unions, the representatives of the ministries supported the initiative and contributed to the elaboration of the proposals to be carried out at the

national level. EI organised a similar sub-regional seminar for **Western Africa in Dakar, Senegal**, 12-17 November. The main goal of this seminar was to finalise programme proposals on school health and prevention. The outcomes of the seminar were excellent. The ministries of health and education committed to working together with the teacher unions in the implementation of programmes to be launched in January 2002. This latest seminar in Dakar gathered participants from six countries of West Africa **(Burkina Faso, Côte d'Ivoire, Guinea, Mali, Senegal and Rwanda)** as well as **Haiti**. These workshops also provided opportunities for presenting and using the new EI/WHO Training and Resource Manual on School Health and HIV/AIDS Prevention. It was very well received by all the participants who considered it a unique tool, in particular, for teacher training.

ASIA-PACIFIC

The child labour project activities in **India, Philippines, Sri Lanka, Nepal and Bangladesh** includes awareness sessions on school health promotion as a means to retain students in the schools. The women's network activities include HIV/AIDS topics in **India and Sri Lanka**.

Program 4
Development Cooperation

4.1 → SEEKING SUPPORT FOR DEVELOPMENT PROJECTS

Meetings were held with the following cooperating organisations: **AOb, FNV, Lärarförbundet, NL, GEW, SNES, FEN, NEA, AFT, DLF, and FES**. Regular contacts have been maintained with **AOJ, EIS, CTF, FETE-UGT, FE.CC.OO**, and many others. The World Congress provided an excellent opportunity for formal and informal, bilateral and multilateral meetings.

4.2 & 4.3 → THE SOLIDARITY FUND

This was the third year since EI members adopted at the 2nd World Congress in 1998 the resolution to allocate 0.7% of their income to development cooperation activities. That same resolution mandated EI to allocate 0.7% of regular budget to the Solidarity Fund, and that mandate has been implemented. Several EI affiliates contribute on annual basis to the Fund. However, an informal survey showed that many EI affiliates, including members in the industrialised countries, had not started to develop plans to implement this goal. EI allocated the 0.7% for a diversity of support programs. One such major activity is the effort to get all EI affiliates connected to the Internet. This was commenced in 1999 and continued in 2001. Considerable progress has been made, leading to a situation in which all of the Caribbean and South American affiliates, the majority of Asian affiliates and a growing number of African affiliates now have internet connections. Allocations are also made in response to requests for assistance from affiliated organisations, ranging from immediate needs to longer-term cooperation. In addition to these funds, EI sent out appeals for specific purposes, to assist unions confronted with crises. In 2001, these appeals were to assist affiliates in **India** following the earthquake in **Gujarat** in March, the affiliates in **El Salvador** after massive twin earthquakes in their country, and the FECODE in **Colombia** to assist internally displaced teachers (see 2 above). In May an evaluation mission was undertaken to assess the support given to the affiliates in **Honduras and Nicaragua** following hurricane Mitch in 1998. An extensive report indicated that the international solidarity provided was well handled by the affiliates and provided great assistance to hundreds of teachers. Following the September 11 attacks in the **United States**, EI sent an appeal to member organisations for donations

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either directly or via the EI solidarity fund to the Solidarity Fund jointly established by NEA and AFT. EI also received many requests from individuals requesting assistance to study in Western Europe and North America. While all such requests have been acknowledged, it is generally not possible for EI to make such arrangements.

4.4 & 4.9 → PLANNING, IMPLEMENTING & EVALUATING

Staff members have been involved on an ongoing basis in the planning, implementation, evaluation and reporting on development cooperation programs. Most cooperating as well as host organisations request EI to be involved in each of the stages of the process of cooperation. EI not only reacts to requests but also takes proactive steps to meet the needs of the affiliates in developing countries. For instance, EI took a leading role in building the consortium in support of PGRI, Indonesia. In Latin America, the EI regional office started a new program of cooperation covering the whole continent and involving the cooperating organisations from Spain. In all this, the planning phase is crucial. There is increasing acknowledgement for the view that a program of cooperation should be considered as an activity to be integrated into and linked up to the regular activities of a union. This view is reflected in the guidelines jointly developed by the Nordic/Dutch funding agencies. But such an approach implies a more elaborate planning than was done previously. Measurable goals, progress indicators, strategy and sustainability, institutional framework (project and management structure), risks and external factors, a timetable and work plan, evaluation and follow-up, financial implications: all these and other elements have to be taken into account before the actual implementation of long-term cooperation can start. Although this approach reflects real progress, at the same time it is to be noted that it puts greater demand on the EI staff involved. The discussions with the Nordic/Dutch agencies on the implementation of the new approach continued in 2001. Evaluation will have a more central role than before. The meeting on development cooperation (see 4.7 below) addressed the issue of sustainability, a topic which will continue to get attention in the coming years.

Since the 2nd World Congress there has been a significant evolution in thinking about the concept of development cooperation, so that EI and its partners no longer make an explicit distinction between 'bilateral' and 'multilateral' programs. Today, the cooperating partners, the host organisations and EI all consider the key issue to be rather that of the benefits to be gained from sharing information, so that international solidarity is implemented on the basis of transparency. Close cooperation between all the partners is essential. Gradually the partnership deepens, in particular when it is noted that host organisations benefit greatly from a joint, well-coordinated approach. EI plays a significant role in virtually all cooperation programs, at all stages of planning and implementation, so that the former distinction between bilateral and multilateral programs is no longer pertinent. Within EI there is a distribution of tasks between headquarters and the regional offices. In 2001 EI was actively involved in planning activities in **Haiti** (CNEH) as part of a consortium, **Algeria** (SATEF), **India** (AIFTO), **Russia** (Profsoyouz Obrazavanya), **Tanzania** (TTU), **Eritrea** (TAE) and **Central America.**

4.5 → DEVELOPMENT COOPERATION BULLETIN

In the period under review one bulletin was published in English, French and Spanish, providing information on the

activities implemented by the affiliated organisations and background information on recent developments in the field of international cooperation. Information on development cooperation was also published in the regional publications and in the EI Magazine.

4.6 → THE DATABANK

The databank on current activities was maintained and updated throughout the year. At the annual meeting on development cooperation held in December, participants received the most recent update. Information on programs is available on the EI Website, but as agreed with cooperating organizations, does not include financial details. Information on planned programs is provided directly to the cooperating and host organisations concerned. All information was double-checked with the organisations involved before being made available to a wider audience. The data bank includes long-term programs of cooperation but an effort is also made to note short-term programs. EI also seeks to include those activities which are implemented by member organizations in cooperation with or through development agencies outside EI. The value of the data bank is demonstrated by frequent requests from cooperating organizations seeking additional information on the programs being implemented by other organisations.

4.7 → CONSULTATIVE MEETINGS

In 2001 the World Congress was the focal point of consultative meetings to discuss the progress in the current programs and projects and to plan new cooperation. These meetings were bilateral, multilateral, formal and informal. EI encouraged cooperating partners working with the same host organisation to have joint meetings. This process worked to the benefit of all. In the year under review no formal consultations were held at the regional level.

The **Annual Development Co-operation meeting** was held 28 -29 November in Brussels. 17 cooperating member organisations from 12 countries participated along with EI Chief Regional Co-ordinators and Co-ordinators from Brussels. They were **AEU, Australia, CTF and CSQ, Canada, DLF, Denmark, OAJ, Finland, SNES and UNSA Education, France, ASTI, Ireland, JTU, Japan, AOB, Netherlands, Lærerforbundet and NL, Norway, FE.CC.OO and FETE-UGT, Spain, Lärarförbundet, Sweden, AFT and NEA, United States.** Discussions were held on evaluating and improving EI's humanitarian assistance. Following the EI Congress mandate that gender analysis must be part of all development co-operation activities, a first round of discussions was held. Other topics included modernising trade union structures, achieving sustainability, and planning regional consultations. Discussions also focussed on how international co-operation contributes to the overall financial solvency of a national union. The agenda addressed the inclusion of the EFA campaign in development cooperation programs. This implies that the EI affiliates should establish coalitions at national level. Within EI, the cooperation should put more emphasis on capacity building, as many affiliates are still not well equipped to be full partners in the EFA policy process in their countries.

It was noted that cooperating organisations (and therefore also the host organisations) have to meet more requirements presented by the funding agencies. At the same time, the education sector is getting higher priority in many Government funded plans, and this may have a positive impact on efforts to promote the EFA campaign. The meeting also noted that lobbying activities should be developed

on some fundamental issues such as debt, the role of the WTO, the IMF and the World Bank. These issues can not be separated from development cooperation activities. The meeting discussed in depth the efforts to be made to ensure sustainability, and the ICFTU millennium debate. Development cooperation programs should focus more on analysing the education system, and the impact of IMF/World Bank policies, in order to enable unions in the developing countries to be better equipped to take a pro-active approach. This required an integrated approach to development work at the national level.

4.8 → REGIONAL

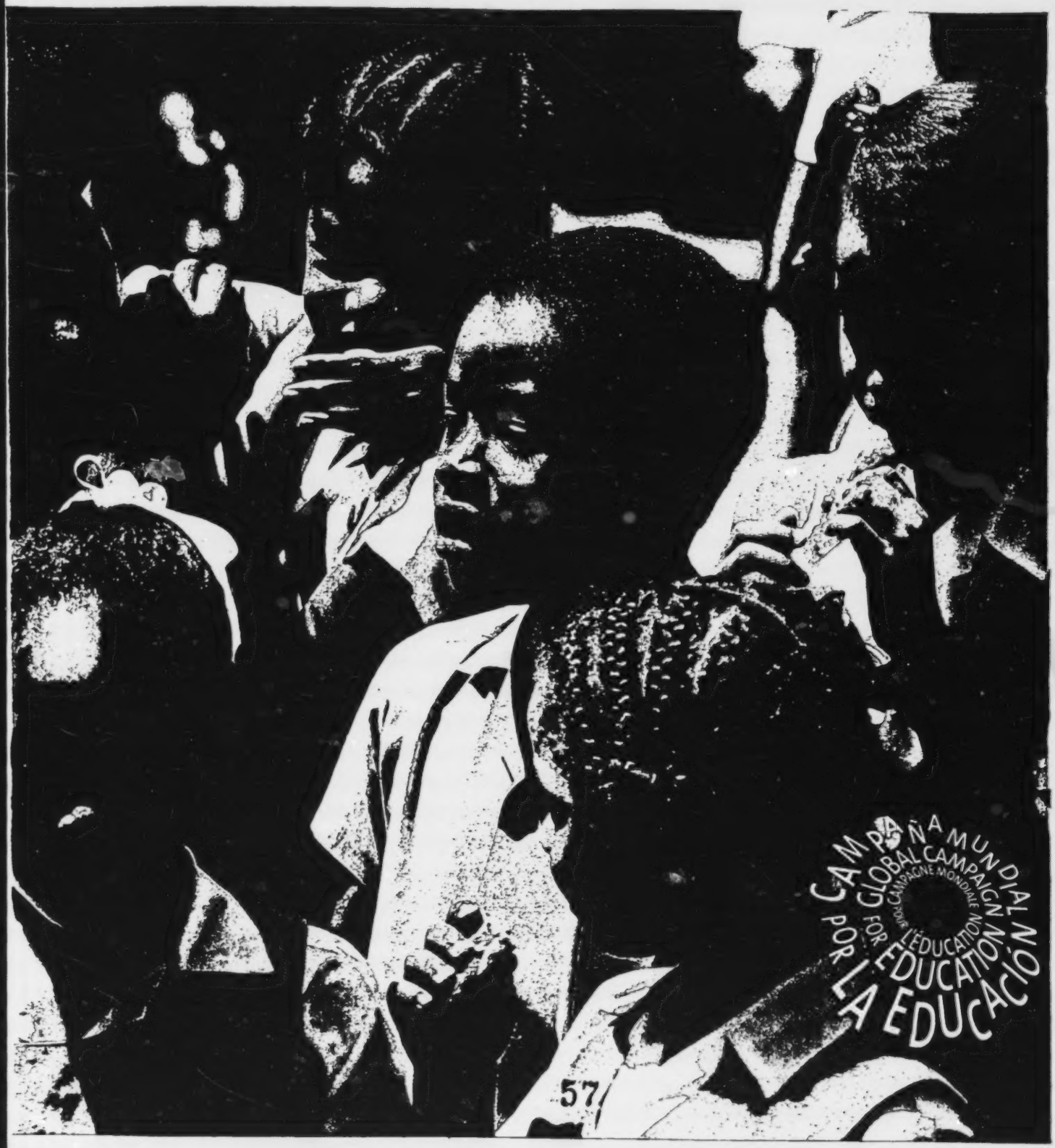
AFRICA

Development co-operation activities have helped to raise the level of national visibility of the member organisations concerned. Through these training programs, teachers have gained increased awareness of their rights. Many organisations, for example in **Sierra Leone, Swaziland, South Africa,** have been at the forefront of the democratisation process, as well as the campaign for respect for human and trade union rights. Membership in some organisations has increased, resulting in a strong and highly representative organisations poised to influence national policies. National teacher organisations continue to pursue the policy of integrating development programs into normal union activities. They have also developed strategies for the mobilisation, recruitment and retention of dues paying members to enable them reduce their dependency on co-operating organisations. Some organisations continue to reduce their level of dependency on assistance, which is an important barometer of the positive impact of development co-operation. Others like **Congo, the Democratic Republic of Congo, Guinea Bissau, Liberia, Benin, Ethiopia,** require more support due to current political and economic conditions. Delays and non-payment of teachers' salaries have also weakened the financial base of some unions. Special efforts were made to include women in countries where they are not adequately represented in national executive committees. There is also an increasing awareness by teachers and their organisations of their role in promoting quality education and there is a strong demand for in-service education. EI Regional Staff conducted strategic planning workshops for national leaders and provided assistance in the implementation of bilateral programs.

ASIA-PACIFIC

A number of activities were held under the long-term projects for member organizations. The programs in **India, Nepal, Bangladesh, Sri Lanka, Mongolia, Kyrgyzstan, Philippines, Indonesia, Vanuatu, Solomon Islands, Cambodia and East Timor** included professional development, study circle activities, leadership seminars, recruitment activities, basic seminars, in-service courses in Mathematics and English and evaluation and planning meetings. The John Thompson Fellowship Program for the teachers' organisations in the Asian region was held for the third year in a row in **Kuala Lumpur, Malaysia**. Member organisations and their affiliates from **India, Indonesia and Sri Lanka** attended the 2001 program to learn tradé union and professional skills and to prepare strategic plans for their organisations. The program is conducted in cooperation with AEU, Australia, CTF, Canada, Lararforbundet, Sweden, NL, Norway, SNES, France and FNV, the Netherlands.

Following the war and overthrow of the Taliban regime in **Afghanistan**, EI contacted a number of inter-governmental agencies and NGOs to work out a plan to assist in rebuilding the education system. The EI regional office and EI affiliates in Pakistan have worked to help provide some humanitarian assistance to Afghan teachers who are refugees. A



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For the eradication of child labour

Pour l'éradication du travail des enfants

Por la erradicación del trabajo infantil

visit to the area was planned for early in the New Year. Discussions are taking place in Sweden between EI and Lararforbundet with an Afghan Committee. This group has trained Afghans to work as teachers and helped run schools in Afghanistan for a number of years. In France, a solidarity campaign aimed at Afghan teachers and their pupils has been organised by EI affiliates FSU, FEP-CFDT, SGEN-CFDT, UNSA-Education, and the Ligue de l'Enseignement, in partnership with Negar-Support for the Women of Afghanistan. The three aims of the campaign are to provide basic teaching supplies, to send textbooks, and to promote the training of Afghan teachers. The EI Solidarity Fund was made available for contributions to this work.

LATIN AMERICA

Following plans made in Oslo, Norway, in June, a development co-operation evaluation workshop was held 29 August to 1 September in **San Jose, Costa Rica**, involving NL, Norway and its partners in Central and South America. They included STEG **Guatemala**, CGTEN-ANDEN **Nicaragua**, COLPROSUMAH **Honduras** and Andes 21 de Junio, **El Salvador**. Colleagues from OTEP **Paraguay** and SUTEP **Peru** participated as observers. NL was represented by a delegation from the various regions of Norway that actively support projects with the Central American affiliates. The purpose of the workshop was to evaluate the impact of the cooperation between NL and its partners in the region. Mainstreaming projects more completely into union agendas, thus ensuring a closer link between externally supported projects and union policies, was a key objective. Joint projects should strengthen unions, and in particular their capacity for self-financing in the future. All partners involved consider this to be a challenging approach and have committed themselves to further work in this direction. Following the workshop the NL delegates went to participating Central American countries, particularly Guatemala and El Salvador, to visit project partners. National follow-up workshops were held in these countries, as well as in Nicaragua and Honduras. Similarly a mission was undertaken by EI in **Bolivia**, 24-26 September, to evaluate the development of a project supported by Lararforbundet, Sweden. This project, aimed at engaging the teachers of the country in a broad-based consultation leading to the preparation of an alternative to the education reform presented by the government, was to be completed by the end of the year.

NORTH AMERICA AND THE CARIBBEAN

SLTU, St Lucia, held training workshops for shop-stewards funded by Lararforbundet Sweden.

AVAILABLE UPON REQUEST

- List of cooperating organisations
- Survey of the 2001 programs
- Distribution of funds (see bulletin)

Program 5

Information

Information and communication efforts focused on giving visibility to EI activities. Efforts were made to better inform member organisations, Global Union Federations, other partners and stakeholders in the education community, and last but not least the media about EI initiatives. Action was taken to better integrate presswork into the organisation's overall activities, while maintaining the frequency and quality of publications and website. 2001 saw an improvement in the coverage of major EI activities –World Congress, Global Action Week and World Teachers Day– in members' publications and public media. Crucial issues to member organisations such as the defence of public education, the commercialisation of education, the quality of teaching, and the importance of education in combating child labour gained wider public awareness and support.

5.1 - 5.2 → PUBLICATIONS

The 2001 **Handbook** was mailed out to all member organisations. All Congress participants were given the opportunity to update their data. The information regarding member organisations was also e-mailed to all EI organisations and Executive Board members. This will be done on a regular basis to provide regular users an up-to-date list. Issues of the **EI Magazine** were produced in April, July, September and December. The July and September issues focused on the Third World Congress. The September issue included many scenes from the Congress and full text of the main resolutions. To highlight World Aids Day, the December magazine had a dossier on HIV/AIDS Prevention Education with contributions from EI's long-term global partners (UNESCO, UNAIDS, EDC, ILO) and other organisations. Seven issues of the **Monitor** were published, plus one Congress special edition. Thirteen **press releases** were prepared and distributed widely. Specific issues covered were International Women's Day, Literacy Day, World Teachers Day, the General Agreement on Trade in Services, the Global Day of Action, World Aids Day, Human Rights Day, and GCE's Global Action Week. Extra media work was undertaken to increase the visibility of the World Congress (see summary below) and of World Teachers' Day.

5.3 - 5.5 → THE WEBSITE

The EI website is updated regularly. The next major challenge is to revamp the presentation and make it more informative about education issues world-wide. Extra sections of the **website** were devoted to:

- World Congress
- HIV/AIDS
- World Teachers Day
- Equal Opportunities
- Global Campaign for Education
- Urgent Action Appeals
- GATS

Technically it is now possible for teachers and schools to publish their own home pages on the EI site.

5.6 → COOPERATION WITH MEMBER ORGANISATIONS

The EI Information Department is in regular contact with press officers from member organisations and provides press releases, information and/or articles. Standard format press releases were sent to them about World Congress and World Teachers' Day. Press releases with alternative formatting that allows for easy customisation have proved to be very successful among member organisations. The EI 2001 Barometer on Human and Trade Union Rights was launched worldwide in a concerted effort with member organisations on Literacy Day (8 September).

5.7 → PUBLIC RELATIONS

EI compiled a report on the international news coverage for the World Congress, World Teachers' day and general EI activities. The information department has also been improving international and regional media contacts, and thus the database, for better implementation of a media strategy on specific issues, such as the World Congress, education, and equality. EI acts as a news corespondent for the Labour Start News Network regarding EI and member organisation activities. In addition, EI answered numerous requests for information, publications and articles. The information department assisted with the production, released and promoted:

- World Congress printed materials
- World Congress Video
- 2001 EI Barometer
- 2001 World Teachers Day poster
- PSI/ICFTU/EI Maternity Protection Kit
- 2001 EI Handbook
- EI Policy Resolutions (2001, 1998, 1995)
- 2002 calendar "Get Involved"
- Bookmarks (for web site and Global Action Week 2002)

Summary of support activities for the World Congress

Preparation:

- pre-congress dossier in the EI Magazine
- special edition of the Monitor
- press releases announcing Congress
- announcements in global news-services (ICFTU Online, PSI Newsletter, Child Labour News Service, Asia News Service, LabourStart, GCE mailing list)
- articles in leading trade union publications (ICFTU, IFWEA, affiliate publications.)
- special database of press officers/newsdesk of member organisations, correspondents based in Bangkok, major news wires (AP, Reuters, AFP), key international media (CNN, BBC, New York Times, etc.), online media agencies (Yahoo, BBC Online etc.), and journalists specialising in education issues.

- use of the web site, e-mail, and fax to raise interest in the Congress.
- aid to journalists with research and story angles.

During the Congress:

With the dual task of disseminating information internally to participants and externally to journalists, the information department was responsible for:

- media Centre
- cyber Café
- information materials desk included press releases, speeches, free copies of the EI magazine and Monitor, both the current issues and a variety of back issues, along with other EI publications.
- proceedings report
- media relations: Updated the web site daily from the Media Centre, hosted press dinner, met with EI members press officers attending WC. Daily international media feeds (pr and web site updates)
- exhibition Centre

Post World Congress, the information department:

- compiled the EI Handbook and EI Policy Resolutions book
- issued a Congress Edition of the EI Magazine
- compiled report on international news coverage
- included news items in the Monitor.
- developed the Congress Web site
- issued follow-up press release
- sent a media mailing with resolutions and other newsworthy information.

5.8 → REGIONAL PUBLICATIONS

AFRICA

Only one additional regional bulletin was produced in 2001. To ensure regular production an editorial committee has been put in place.

ASIA-PACIFIC

The ninth issue of Asia Pacific EI newsletter was published in December and distributed to all affiliates and related organizations in the region.

LATIN AMERICA

This was the first year of operation of the new EI Information Centre for Latin America. Support from Lararforbundet, Sweden, has made it possible to fund professional human resources and to produce publications. During this period, information was disseminated through press and other media on the education situation in Latin America. The Centre produces a monthly bulletin *Apuntes*, and a quarterly magazine *Tendencias*, each of which is distributed to all affiliates in the region. It is hoped that a process of systematic input will develop, with each affiliate contributing information reflecting its own reality. The Centre also developed materials for the support of union work in the region: *Developing national action plans for the defence of quality public education*, and *Developing national action plans for the eradication of child labour*. Further work was done to support affiliates with materials for their national campaigns, in particular on these two priority issues. Finally, the Centre continues to publish an Information Sheet outlining EI's policies and the importance of their application in the education sector throughout the region.

Program 6

Administration

EI SECRETARIAT as of April 1, 2002

General Secretary	Fred van Leeuwen
Deputy General Secretary (Advocacy)	Elie Jouen
Deputy General Secretary (Membership Services)	Sheena Hanley
Chief Administrative Coordinator	Alain Chantry
Chief Regional Coordinator for Africa (Lomé)	Tom Bediako
Chief Regional Coordinator Latin America (San José)	Combertty Rodriguez
Chief Regional Coordinator Asia-Pacific (Kuala Lumpur)	Aloysius Mathews
Coordinator Governance (Adm. Dept)	Duncan R. Smith
Coordinator Advocacy	Monique Fouilhoux
Coordinator Advocacy	Vacancy
Coordinator Research	Ulf Fredriksson
Coordinator Information	Dominique Marlet
Coordinator Assistance and Training	Wouter van Der Schaaf
Coordinator Assistance and Training	Marta Scarpato
Coordinator Assistance and Training	Lynn Middleton
Coordinator Assistance and Training	Rebeca Sevilla
Coordinator for Africa	Victorine Djitrinou
Coordinator for Africa	Nana Ababio
Coordinator for Africa	Samuel Ngoua Ngou
Coordinator for Latin America	Vacancy
Coordinator for Latin America	Nicolas Richards
Coordinator for Pacific	Susana Tuisawau
Coordinator for Asia-Pacific	Vacancy

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Coordinator for Asia-Pacific	Sagar Nath Pyakuryal
Coordinator for Asia-Pacific	Shashi Bala Singh
Coordinator for the Caribbean	Virginia Albert
Professional Assistant Governance	Vacancy
Professional Assistant General Services Unit	Kristel Berghmans
Professional Assistant ICT Unit	Edwin Pijman
Professional Assistant ICT Unit	Fréderik Destrée
Professional Assistant Advocacy	Florence Trauscht
Professional Assistant Research	Catherine Tinnin
Professional Assistant Information	Anabel Vallines
Professional Assistant Information	Lisa DuMouchel
Professional Assistant Assistance & Training	Claire Degbomont
Professional Assistant Assistance & Training	Antonia Arbona Bernat
Professional Assistant Assistance & Training	Delphine Sanglan
Professional Assistant Research (50%)	Isabelle Vanden Bemden
Secretary General Services Unit	Serge Kikangala
Secretary ICT Unit	Paul Del Blanco
Secretary Advocacy Department	Vacancy
Secretary Information (50%)	Vacancy
Secretary Assistance & Training (50%)	Vacancy
Clerical Aid (General Services Unit)	Giulietta Vella
Senior Consultant to the General Secretary (Geneva)	Robert Harris
Consultant to the General Secretary	George Kux
Consultant to the General Secretary (Honduras)	Napoleón Morazán
Consultant to the General Secretary (London)	Peter Dawson

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Education International

Financial Report

1 → BUDGETARY ACCOUNTS - ASSETS AND LIABILITIES

		2001		2000
1.	**ASSETS**	**BEF**	**EUR**	**BEF**
1.1.	Fixed assets	6.131.576	151.998	10.222.093
1.2.	Current assets	97.019.711	2.405.056	89.564.677
1.3.	Accounts receivable	15.925.894	394.793	28.907.275
1.4.	Dues receivable	1.424.500	35.312	4.381.879
	TOTAL ASSETS	**120.501.681**	**2.987.159**	**133.075.924**
2.	**LIABILITIES**			
2.1.	Accounts payable	44.710.339	1.108.340	54.935.808
2.2.	Revenues received in advance	412.150	10.217	2.903.778
2.3.	Provisions	14.612.561	362.236	21.170.341
2.4.	European dues	943.499	23.389	18.793
	TOTAL LIABILITIES	**60.678.549**	**1.504.182**	**79.028.720**
3.	**EXCESS OF ASSETS OVER LIABILITIES (1-2)**	**59.823.132**	**1.482.976**	**54.047.204**

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2 ➔ BUDGETARY ACCOUNTS - INCOME AND EXPENDITURES

		Budget BEF	Actual BEF	Variance %
INCOME				
Membership Dues	2001	219.494.000	226.698.450	103%
Membership Dues	Previous years	0	5.843.798	
Interest		1.800.000	4.206.906	234%
Sub let		1.500.000	1.722.730	115%
Other Income		0	907.344	
Adjustment Income			10.405.218	
Grand Total		**222.794.000**	**249.784.446**	**112%**
EXPENDITURES				
1. Governance and International Relations				
World Congress		5.785.000	10.006.030	173%
Assistance World Congress		2.554.000	8.419.710	330%
Executive Board and Officers		5.677.000	5.669.598	100%
Committee of Experts		1.072.000	0	0%
Consultations and Representations		10.000.000	10.353.758	104%
ICFTU/ITS Action		1.350.000	1.526.535	113%
Regional Conferences and Committees				
Africa		2.143.000	7.801.664	364%
Asia		2.035.000	1.074.372	53%
Latin America		1.821.000	0	0%
Caribbean		857.000	1.373.480	160%
Central and Eastern Europe		964.000	0	0%
OECD Round Table		321.000	0	0%
Other		321.000	255.457	80%
Sub-Total		**34.900.000**	**46.480.604**	**133%**
2. Human Rights and Equality				
Human Rights Programs		3.939.000	3.912.632	99%
Women Programs		1.594.000	1.242.957	78%
Round Tables		1.071.000	748.401	70%
Other Programs		814.000	346.064	43%
Salaries and Services				
Headquarters Staff		12.376.183	11.942.013	96%
Sub-Total		**19.794.183**	**18.192.067**	**92%**

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3. Education and Employement			
Education Programs	4.217.000	4.121.051	98%
Round Tables	2.500.000	2.500.000	100%
Status of Teachers'Programs	1.868.000	578.595	31%
Other Programs	536.000	183.412	34%
Global Campaign for Education	5.457.000	6.096.776	112%
Salaries and Services			
Headquarters Staff	13.387.712	14.742.726	110%
Sub-Total	**27.965.712**	**28.222.560**	**101%**
4. Development Cooperation			
Program Coordination	1.050.000	1.620.540	154%
Contribution Program Fund	2.070.000	1.907.999	92%
Salaries and Services			
Headquarters Staff	14.434.986	14.626.841	101%
Regional Staff	14.658.750	13.990.526	95%
Sub-Total	**32.213.736**	**32.145.906**	**100%**
5. Information			
Publications	6.148.000	6.628.447	108%
EI-Website	1.821.000	1.211.959	67%
Other program	1.786.000	1.786.000	100%
Salaries and Services			
Headquarters Staff	16.170.670	14.493.697	90%
Sub-Total	**25.925.670**	**24.120.103**	**93%**
6. Administration			
Headquarters	35.400.000	32.536.769	92%
Regional Offices	8.784.000	11.211.361	128%
Extra-ordinary Provision	0	10.405.218	
Salaries and Services			
Headquarters Staff	25.724.496	28.385.733	110%
Regional Staff	6.282.321	5.995.940	95%
Consultants	5.750.000	6.312.257	110%
Sub-Total	**81.940.817**	**94.847.278**	**114%**
Grand Total	**222.740.118**	**244.008.518**	**109%**
Income over Expenditure	**53.882**	**5.775.928**	

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3 → EXTRA-BUDGETARY ACCOUNTS - ASSETS AND LIABILITIES

		2001		2000
1.	**ASSETS**	**BEF**	**EUR**	**BEF**
1.1.	Current Assets	15.998.902	396.603	23.703.929
1.2.	Deferred Charges	885.455	21.950	1.652.658
1.3.	Link accounts with Solidarity Fund	0	0	0
1.4.	Advances Paid on Programs	3.557.283	88.182	1.960.347
	TOTAL ASSETS	20.441.640	506.735	27.316.934
2.	**LIABILITIES**			
2.1.	Accounts Payable	1.146.017	28.409	9.359.907
2.2.	Advances received on programs	19.289.868	478.183	17.951.272
	TOTAL LIABILITIES	20.435.885	506.592	27.311.179
3.	**EXCESS OF ASSETS OVER LIABILITIES**	5.755	143	5.755

4 → SOLIDARITY FUND - ASSETS AND LIABILITIES

		2001		2000
1.	**ASSETS**	**BEF**	**EUR**	**BEF**
1.1.	Current Assets	16.772.594	415.782	14.950.307
	Deposits	*15.250.000*	*378.038*	*14.614.102*
	Cash and banks	*1.522.594*	*37.744*	*336.205*
1.2.	Link account extra Budgetary	173.008	4.289	2.306.694
		16.945.602	420.071	17.257.001
2.	**LIABILITIES**			
2.1.	Advances received	14.879.046	368.842	16.177.776
2.2.	Cash and banks	0	0	1.019.872
2.3.	Link account with E.I. Budgetary account	616.636	15.286	59.353
2.4.	Deferred Income	1.449.920	35.943	0
		16.945.602	420.071	17.257.001

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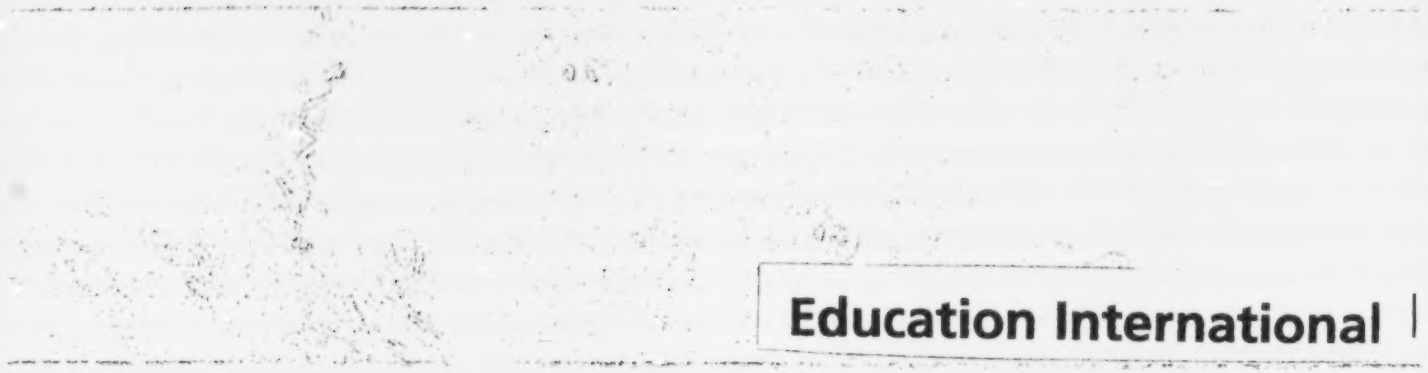

Education International

Membership List

(as of April 12, 2002)

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Mr Richard SHEARMAN, President
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AUSTRIA

Gewerkschaft Oeffentlicher Dienst / Bundessektion Pflichtschullehrer, GOD
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